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ABSTRACT

These three separate studies of students at El Camino College (California) discuss their majors, perceptions of academic relevancy, and grade point characteristics. Sub-groups of students (freshman/sophomore, full-time/part-time) are compared according to their major divisions (physical sciences, fine arts, natural sciences, etc.) and also according to their major area. The second study consists of the results of a rating by 70 students of the relevancy of 40 items about personal and college situations. A "rewarding and worthwhile profession," was the item selected by students as most relevant. In the final study students are grouped according to their major and ranked according to the number of students graduating, average total units, and grade point average.
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[AN ANALYSIS OF EL CAMINO COLLEGE STUDENTS
ACCORDING TO THEIR MAJORS, PERCEPTIONS OF ACADEMIC
RELEVANCY, AND UNIT AND GRADE POINT CHARACTERISTICS]

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1972

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LOS ANGELES

JUL 12 1972

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AN ANALYSIS OF ALLEGED MAJORS
INDICATED BY STUDENTS AT EL CAMINO COLLEGE
FALL, 1971

EL CAMINO COLLEGE

OIR 72-1

January 31, 1972

OFFICE OF RESEARCH

JR. JERRY C. GARLOCK

AN ANALYSIS OF ALLEGED MAJORS INDICATED BY STUDENTS AT EL CAMINO COLLEGE, FALL, 1971

Annually, the admissions office at El Camino College publishes a list of majors according to student designation by freshman, sophomore, others, part-time, and full-time students. These reports are produced by Robert Poe under the direction of Leo Christian. They provide excellent data for consumers throughout the campus.

For the year 1971, these data have been analyzed more extensively and are presented in a form that improves the digestion of these data and assists decision-makers in providing meaningful knowledge in educational planning. Eighty-four majors were identified for the fall of 1971. Three other major categories were used: the undeclared, the high school completion, and high school students taking college courses. Of the 22,067 students enrolled, 8,344 or 37.8 per cent had majors in four categories that could not be identified in the 11 divisions of the college. These four categories include: the other, high school completion, high school students, and liberal arts designations.

Table 1 presents the number of students designating majors in various divisions. Physical Sciences have 175 majors, Physical Education 312. The two largest divisions of Natural Sciences and Business have 2,889 and 3,410 majors, respectively. Table 1 graphically indicates the number of students in each major. The data from Table 1 are divided into three groups, Freshman, Sophomore, and Other Than Freshman and Sophomore, and

presented in Tables 2, 3, and 4. It is seen that the sequence of major size as shown in Table 1, generally, is similar to those of Table 2, 3, and 4 but with some exceptions.

The curve of Freshman majors in Table 2 appears to be considerably different from Table 3. However, the reader is reminded that the scales of the two tables are different and that comparisons are more appropriately made within a table than between tables. Aware of this consideration, the reader can identify differences that do exist. It is seen that in Table 3 the number of students in the Other category is less than the number of students designating the Business category. The reverse is true to a large degree in Table 2. It is interesting that in Table 4 those students who represent the Other Than Freshman and Sophomores have a sizeable proportion identified in major categories other than one of the eleven divisions.

Table 5 indicates the number of full-time students designating majors in the various divisions. Certain shifts in the rank of major divisions are apparent. The number of Natural Science majors exceeds the number of Business majors when considering full-time students only. Other shifts in rankings are apparent.

Table 6 indicates the distribution of part-time students designating majors in the various eleven divisions. A comparison of Tables 5 and 6 reveals shifts in majors of full- and part-time students.

Tables 7 through 11 translate the data in the previous tables into percentages. These percentages are based upon the number of students of each division category. The 40 per cent of freshman students in Physical Sciences represents the 70 freshman students enrolled in Physical Sciences as seen in Table 2 divided by the 175 total number of students enrolled

in Physical Sciences. From Figure 7, the 40 per cent value in Physical Sciences may be compared with the other extreme of 62.7 per cent freshman students in the Communications division. Categorically, it is seen that the four divisions of Physical Sciences, Math and Engineering, Social Sciences, and Behavioral Sciences have less than 50 per cent freshman students. All other divisions have more than 50 per cent of their majors as freshman students.

A reverse situation is seen in Table 8. Only Social Sciences have more than 50 per cent of their students as sophomore students.

Table 9 represents a fairly homogeneous array of other than freshman and sophomore students designating major categories. All majors have less than ten per cent of their students in these categories with the exception of Math and Engineering and Physical Sciences.

Table 10 represents the per cent of full-time students according to the eleven divisions. The four divisions of Behavioral Sciences, Physical Sciences, Social Sciences, and Physical Education have more than half of their students as full-time students. All other divisions have less than half of their students as full-time students.

Table 11 shows the per cent of part-time students designating various majors.

The remaining tables, 12 through 19, present numerically and graphically the distribution by specific major. The format of these tables is similar to those of the previous tables and are generally to be employed for more definitive analyses. Educational planners in general, and curriculum planners in specific, in terms of individuals and groups are recommended to analyze these tables in detail.

Table 1
**NUMBER OF STUDENTS DESIGNATING MAJORS
 IN VARIOUS DIVISIONS AT EL CAMINO COLLEGE IN RANK ORDER**

Fall 1971

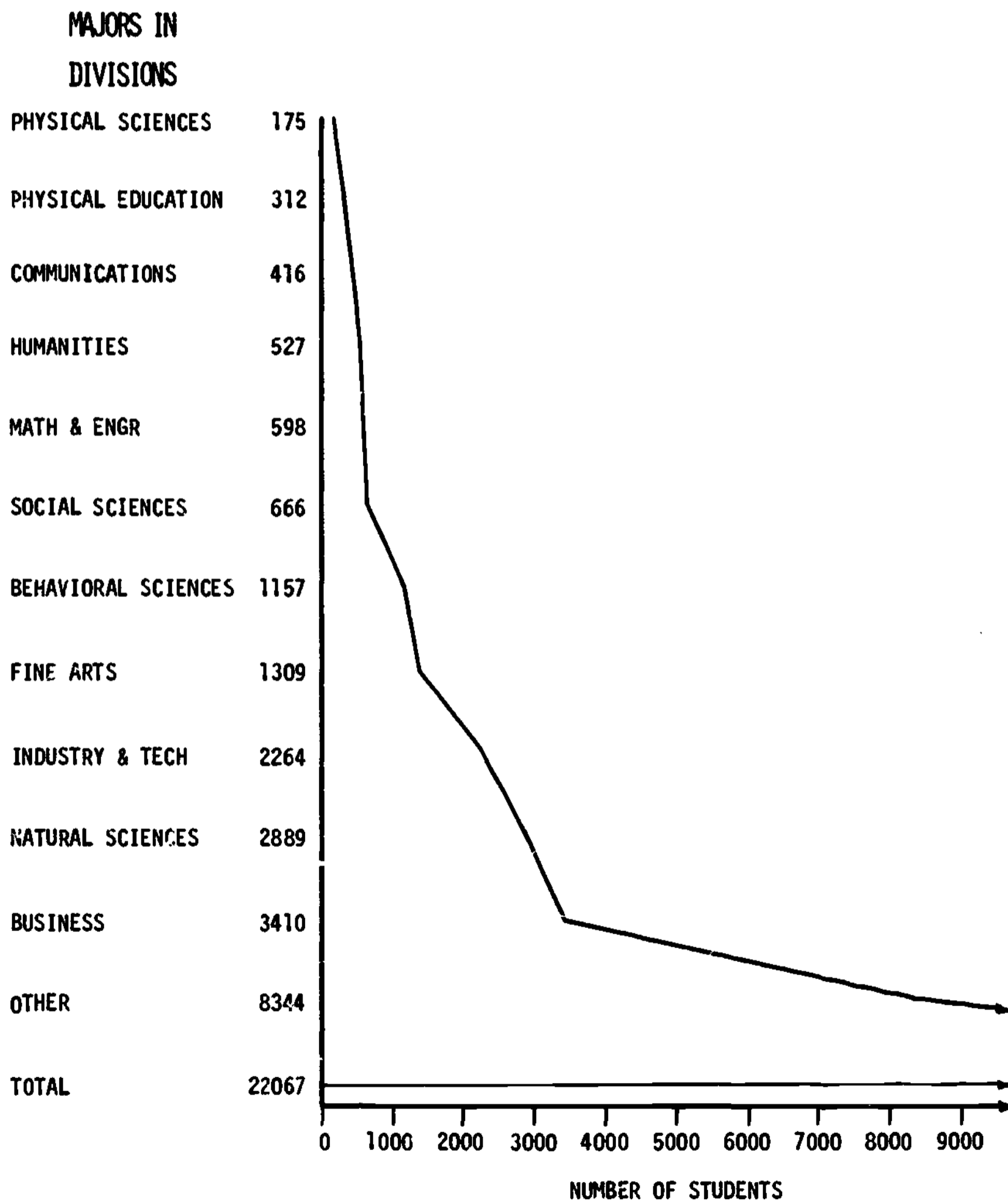


Table 2
 NUMBER OF FRESHMAN STUDENTS DESIGNATING MAJORS
 IN VARIOUS DIVISIONS AT EL CAMINO COLLEGE IN RANK ORDER
 Fall 1971

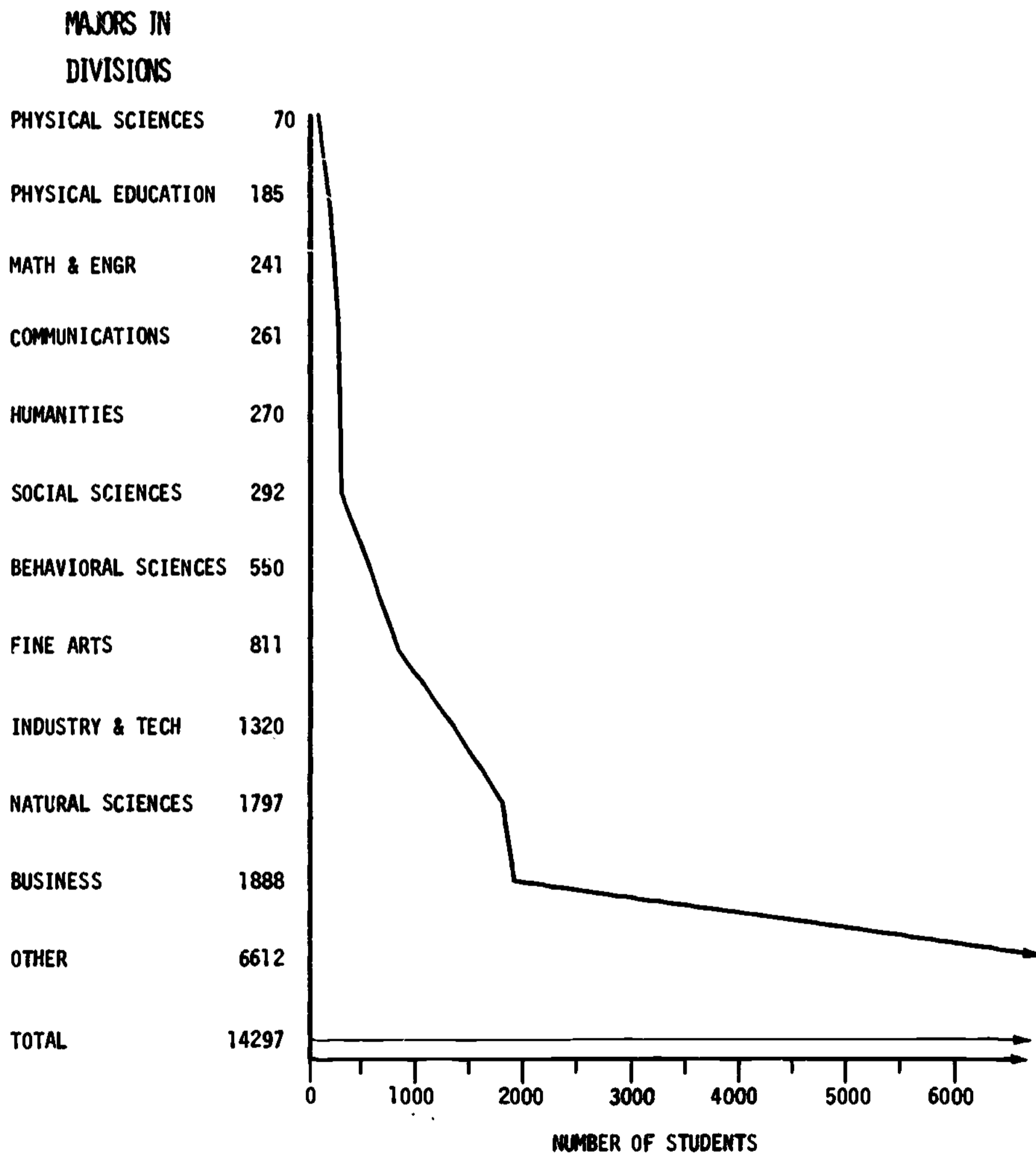


Table 3

NUMBER OF SOPHOMORE STUDENTS DESIGNATING MAJORS
IN VARIOUS DIVISIONS AT EL CAMINO COLLEGE IN RANK ORDER

Fall 1971

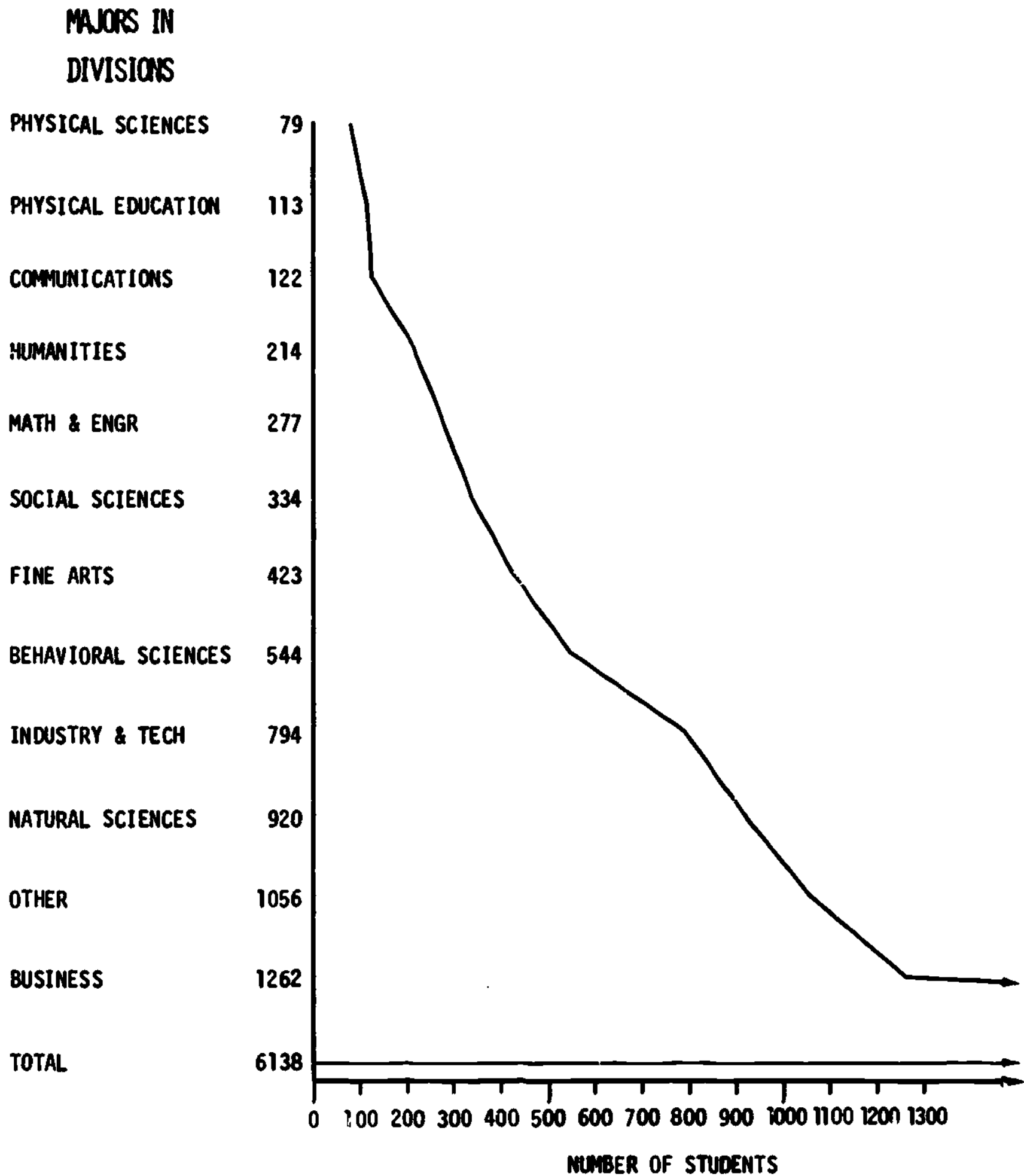


Table 4

NUMBER OF OTHER THAN FRESHMAN AND SOPHOMORE STUDENTS DESIGNATING
MAJORS IN VARIOUS DIVISIONS AT EL CAMINO COLLEGE IN RANK ORDER

Fall 1971

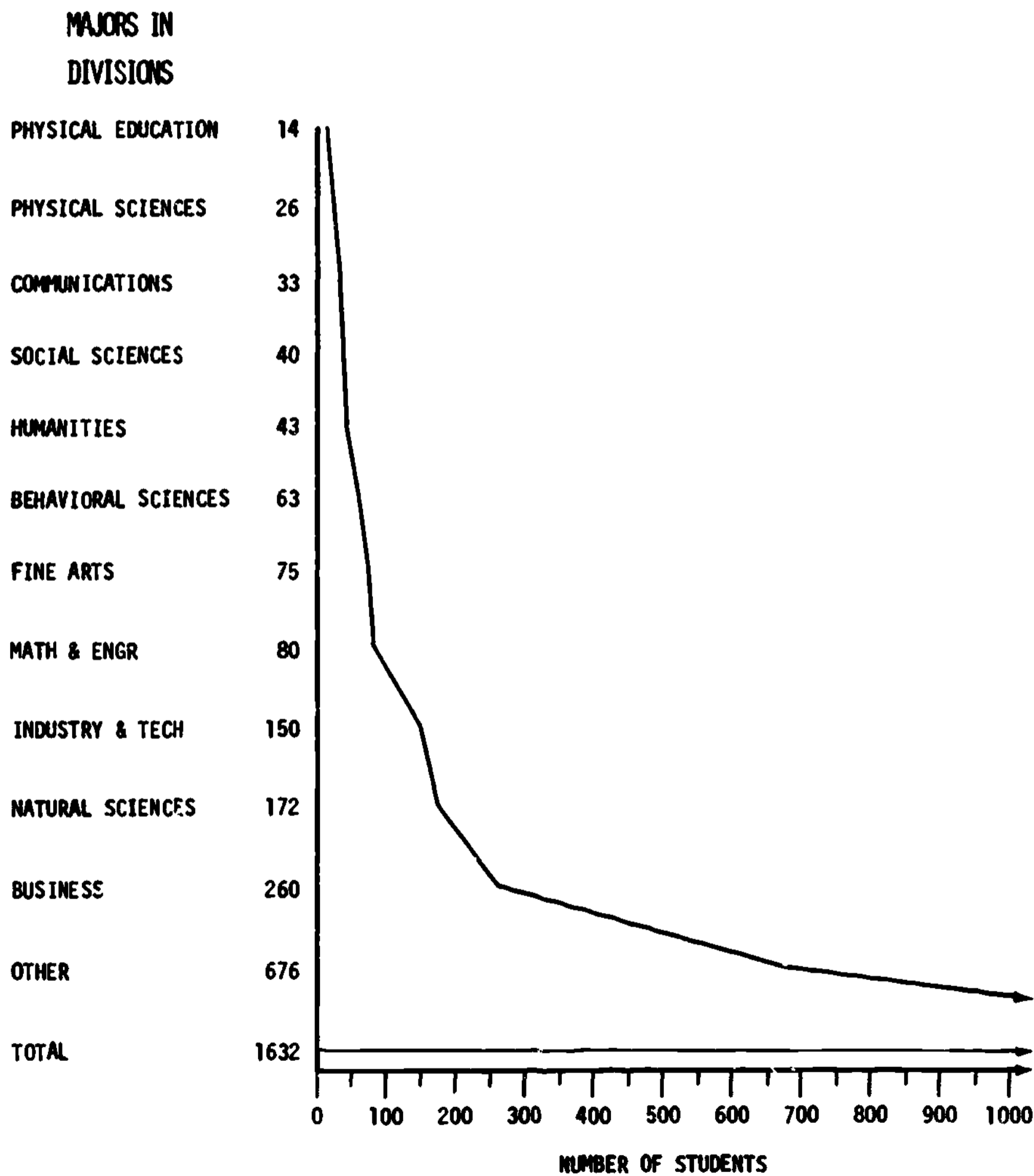


Table 5
**NUMBER OF FULL-TIME STUDENTS DESIGNATING MAJORS
 IN VARIOUS DIVISIONS AT EL CAMINO COLLEGE IN RANK ORDER**
 Fall 1971

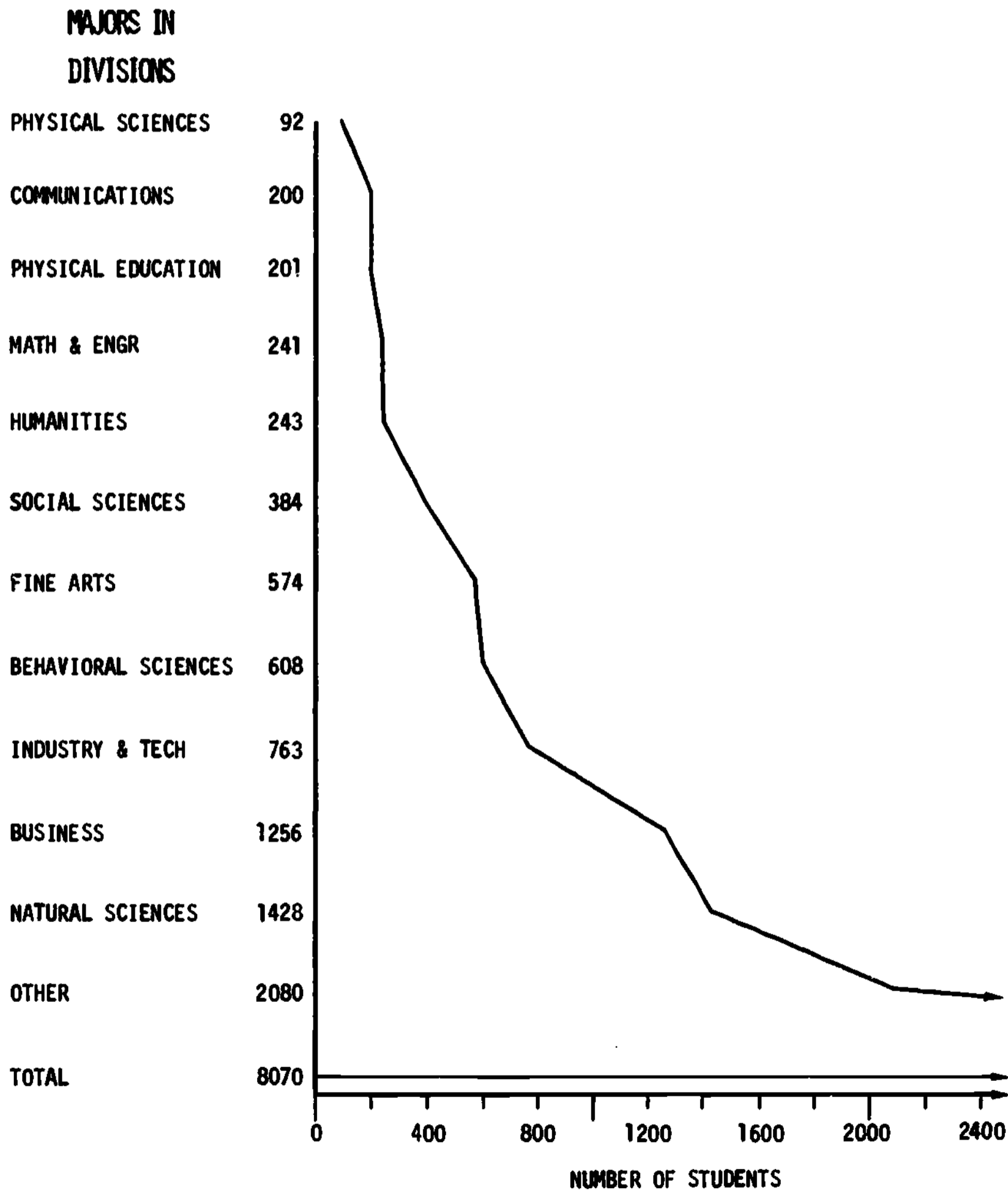


Table 6

NUMBER OF PART-TIME STUDENTS DESIGNATING MAJORS
IN VARIOUS DIVISIONS AT EL CAMINO COLLEGE IN RANK ORDER

Fall 1971

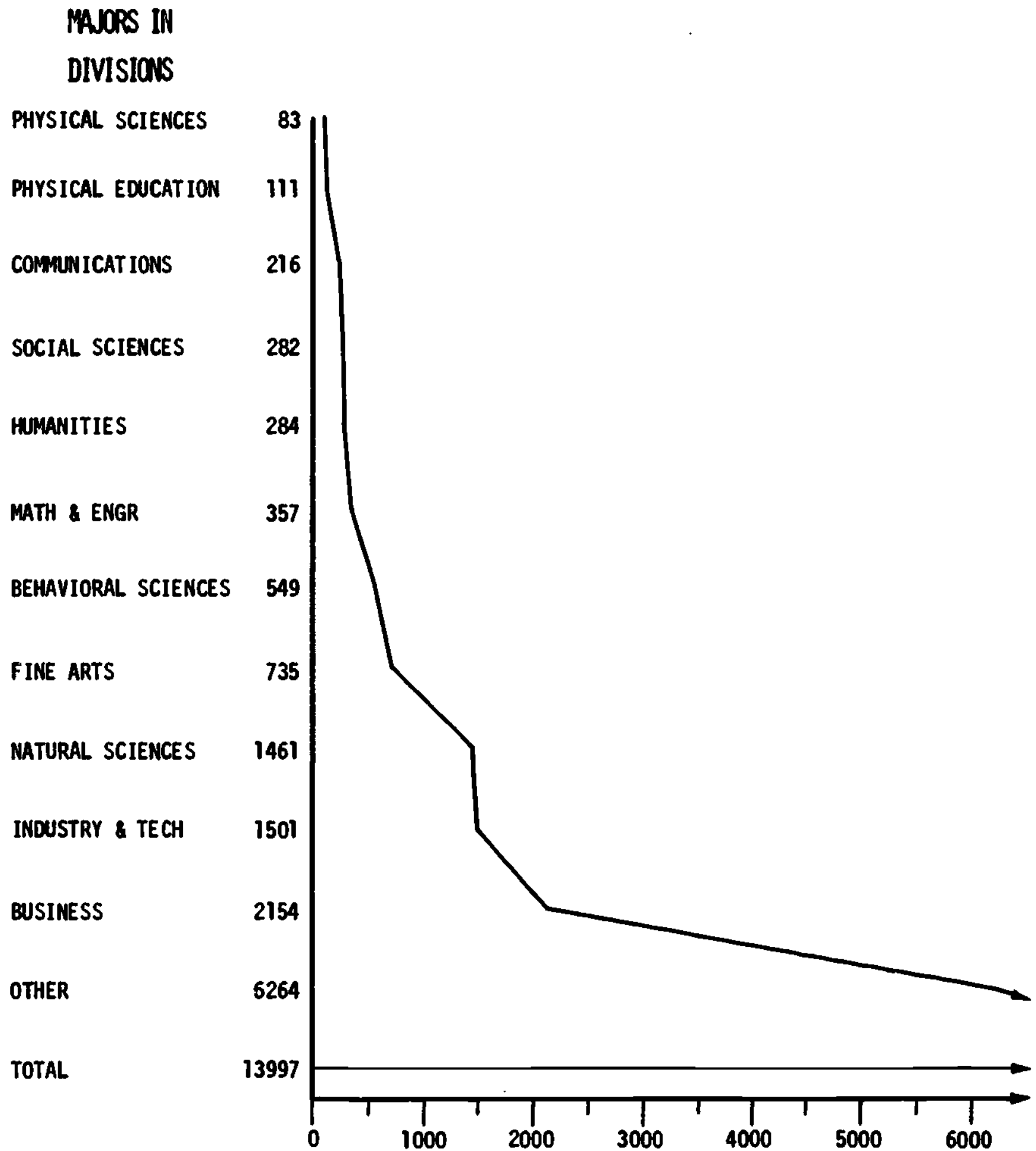


Table 7
PER CENT OF FRESHMAN STUDENTS DESIGNATING MAJORS
IN VARIOUS DIVISIONS AT EL CAMINO COLLEGE IN RANK ORDER
Fall 1971

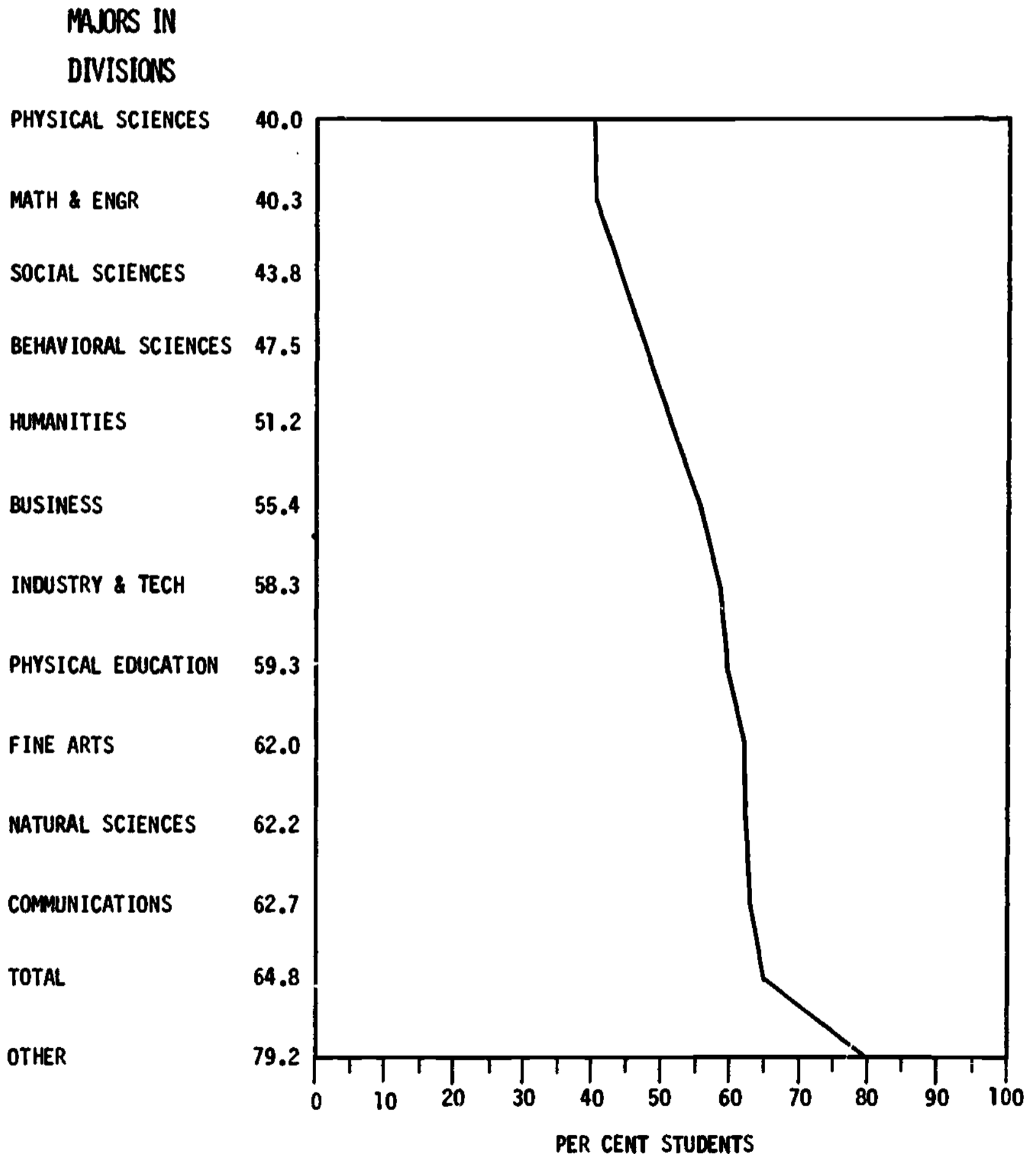


Table 8

PER CENT OF SOPHOMORE STUDENTS DESIGNATING MAJORS
IN VARIOUS DIVISIONS AT EL CAMINO COLLEGE IN RANK ORDER

Fall 1971

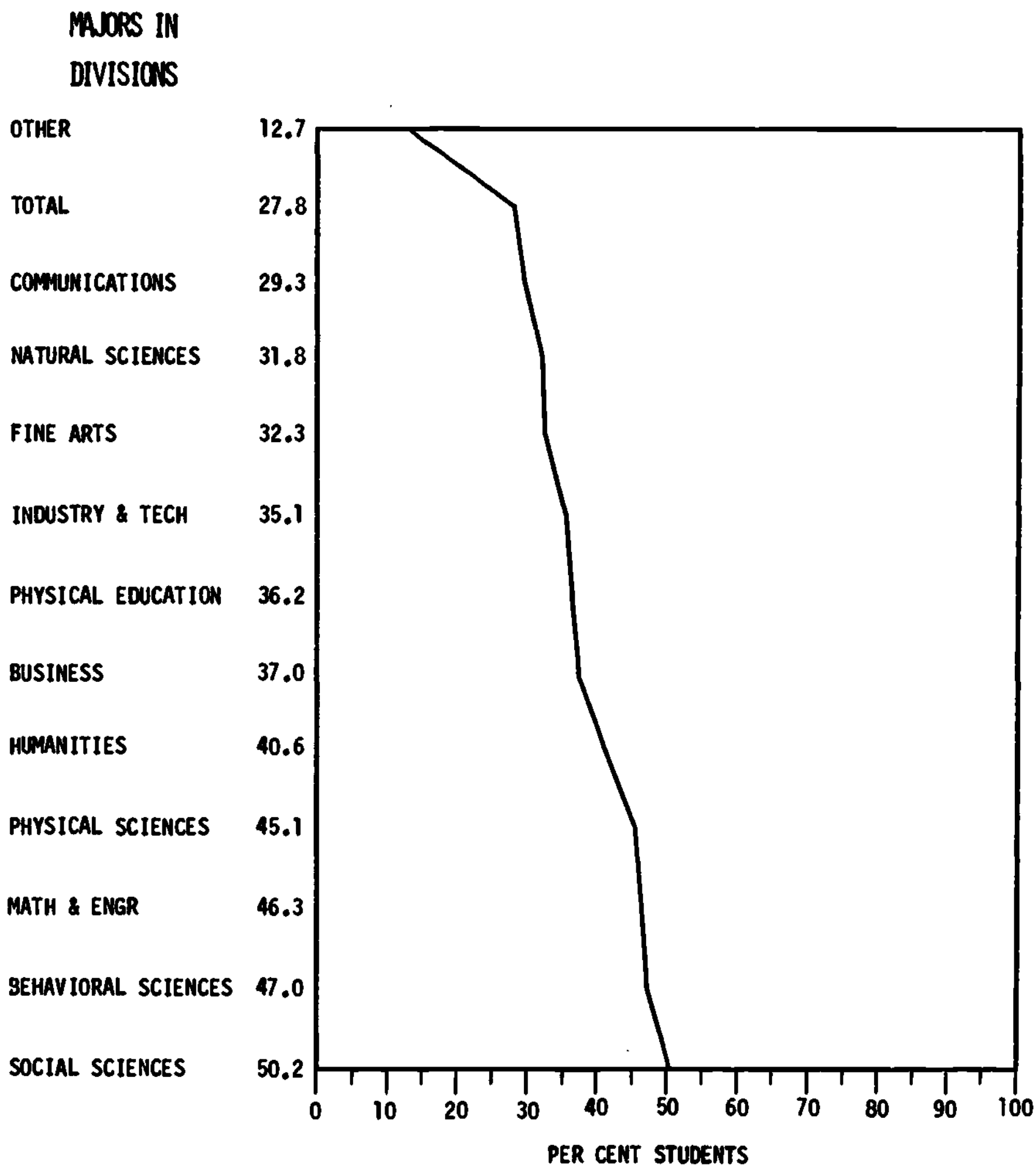


Table 9
PER CENT OTHER THAN FRESHMAN AND SOPHOMORE STUDENTS DESIGNATING
MAJORS IN VARIOUS DIVISIONS AT EL CAMINO COLLEGE IN RANK ORDER
Fall 1971

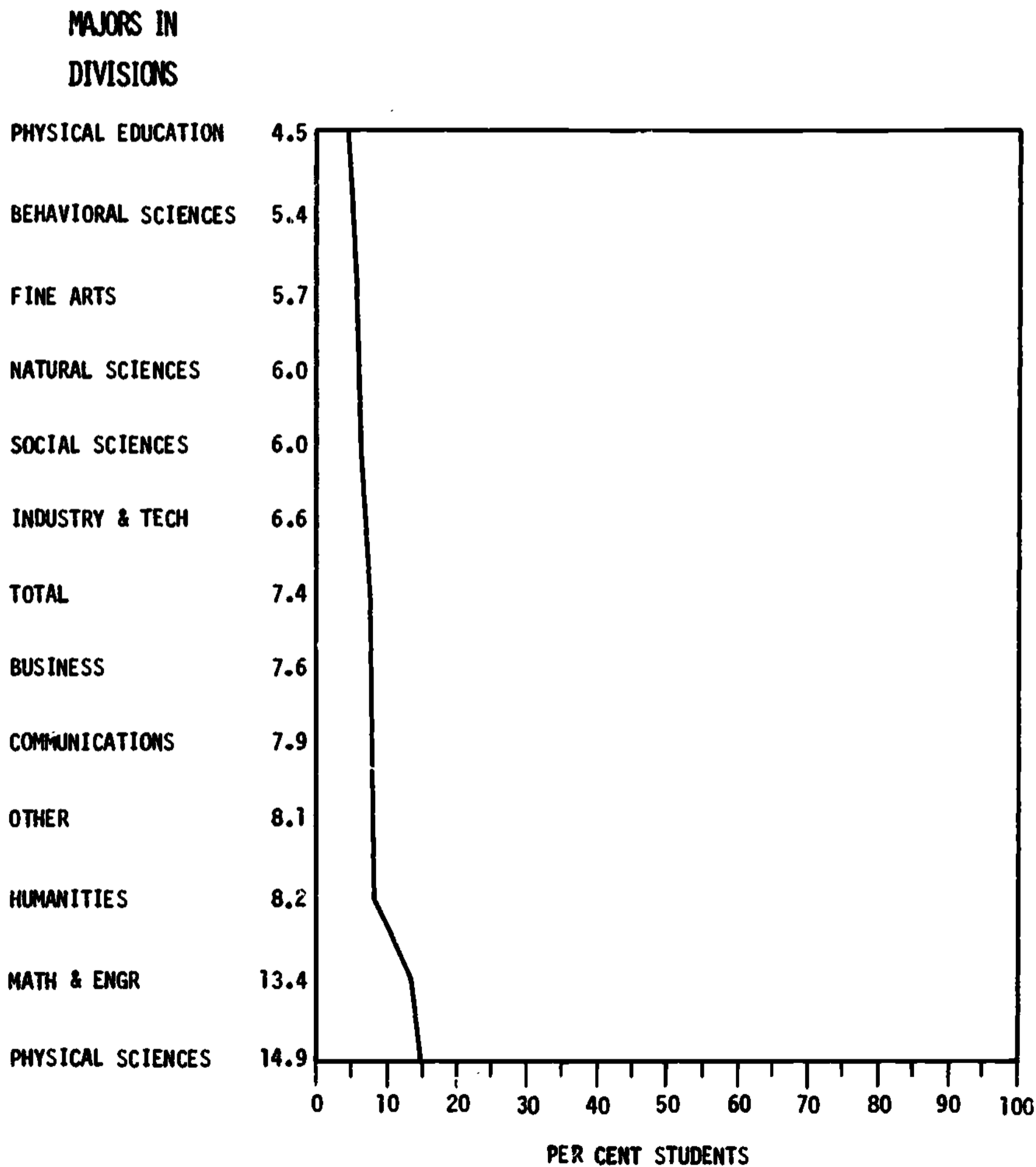


Table 10
PER CENT FULL-TIME STUDENTS DESIGNATING MAJORS
IN VARIOUS DIVISIONS AT EL CAMINO COLLEGE IN RANK ORDER
Fall 1971

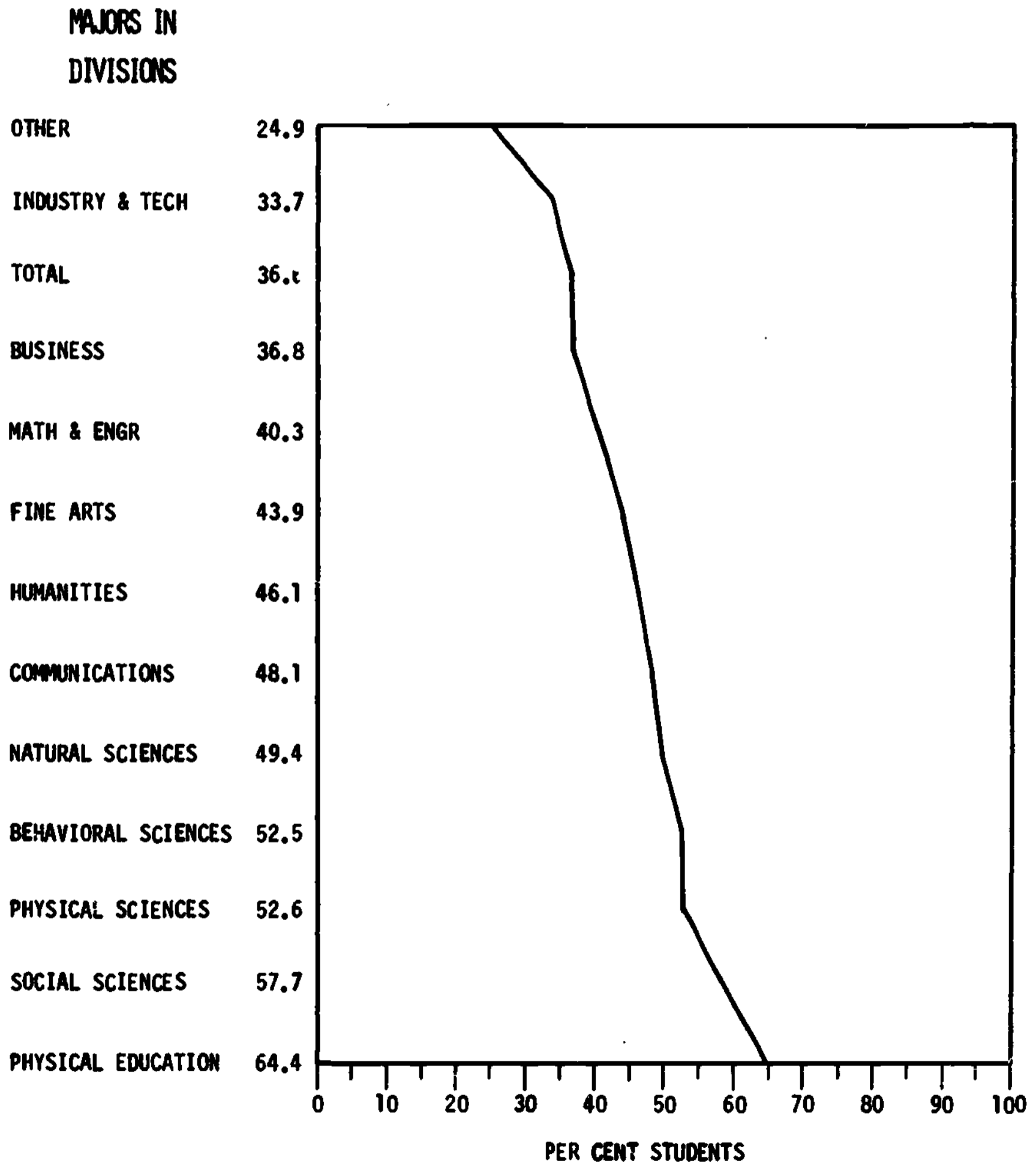


Table 11
PER CENT PART-TIME STUDENTS DESIGNATING MAJORS
IN VARIOUS DIVISIONS AT EL CAMINO COLLEGE IN RANK ORDER
Fall 1971

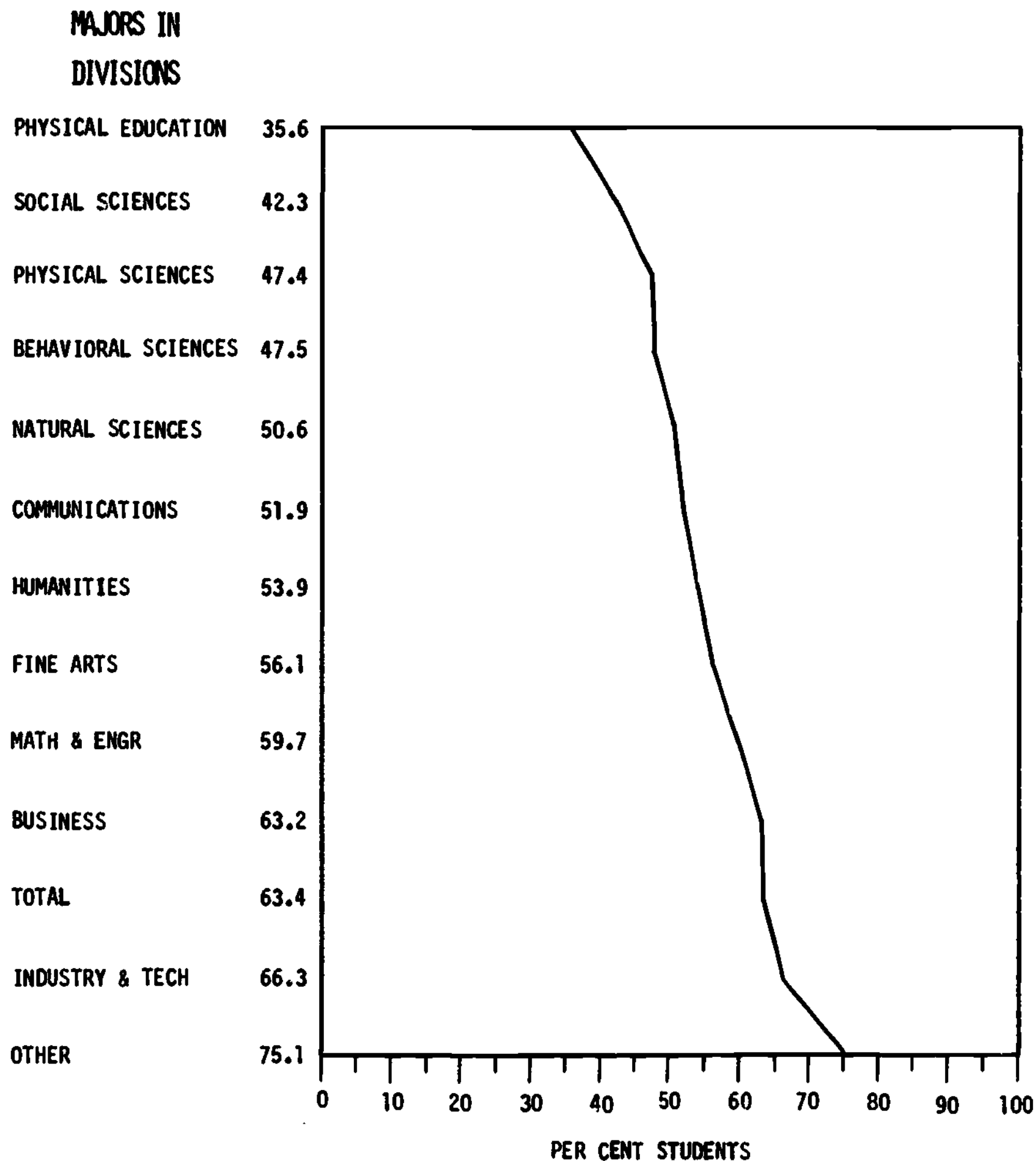


Table 12

PER CENT FRESHMAN STUDENTS DESIGNATING
VARIOUS MAJORS AT EL CAMINO COLLEGE IN RANK ORDER
FALL 1971

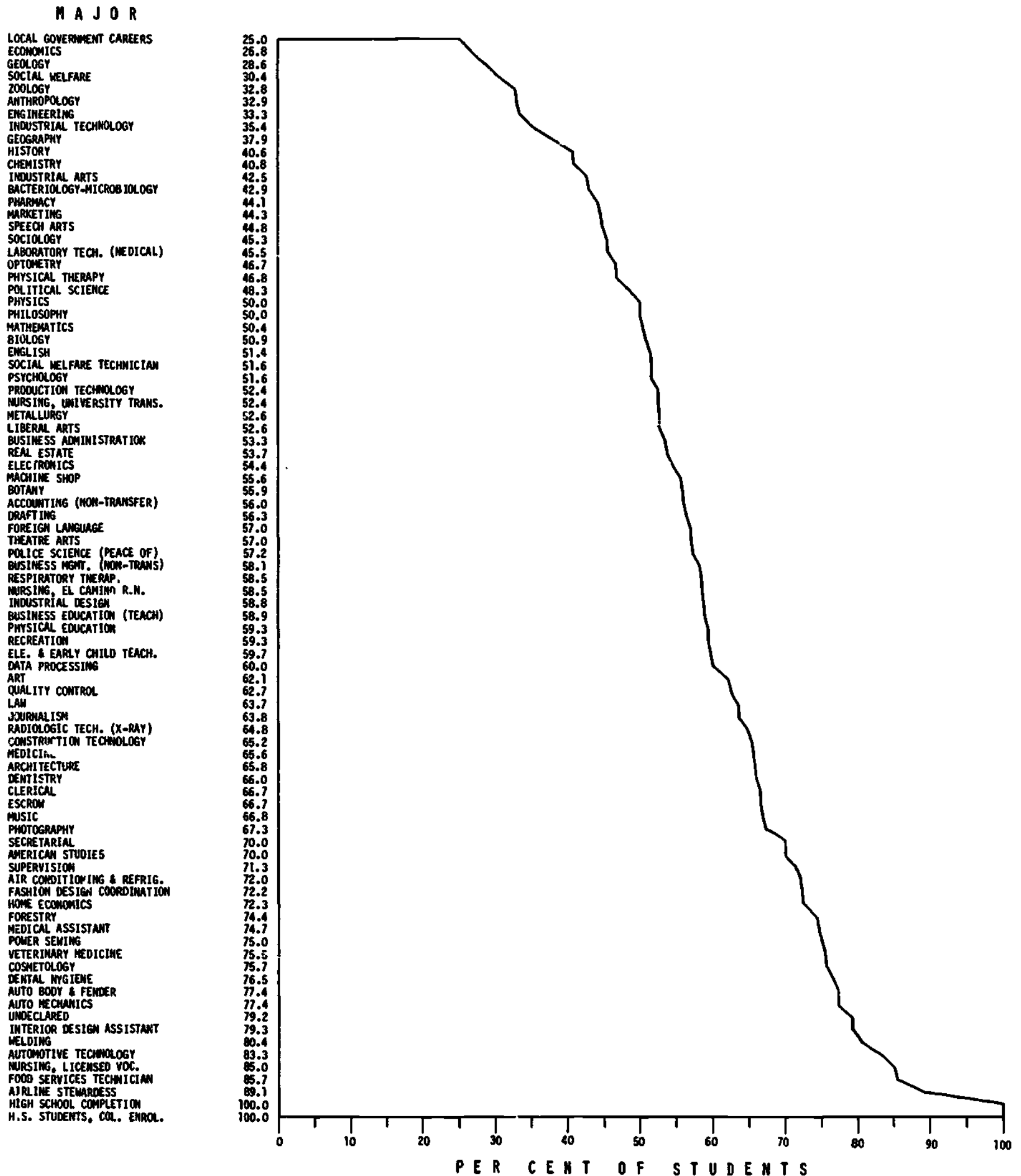


Table 13

PER CENT SOPHOMORE STUDENTS DESIGNATING
VARIOUS MAJORS AT EL CAMINO COLLEGE IN RANK ORDER
FALL 1971

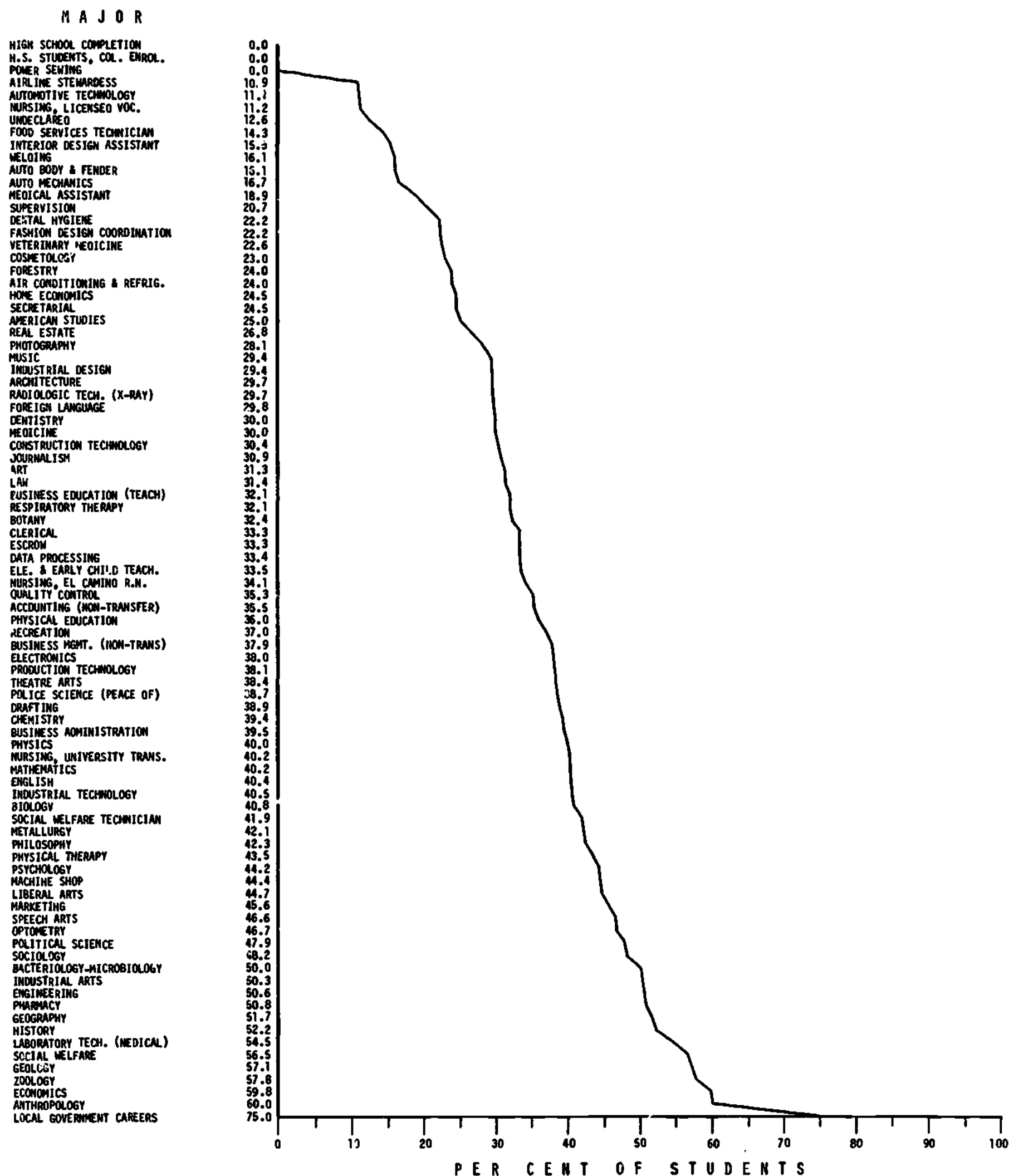


Table 14
PER CENT OTHER THAN
FRESHMAN AND SOPHOMORE STUDENTS DESIGNATING
VARIOUS MAJORS AT EL CAMINO COLLEGE IN RANK ORDER
FALL 1971

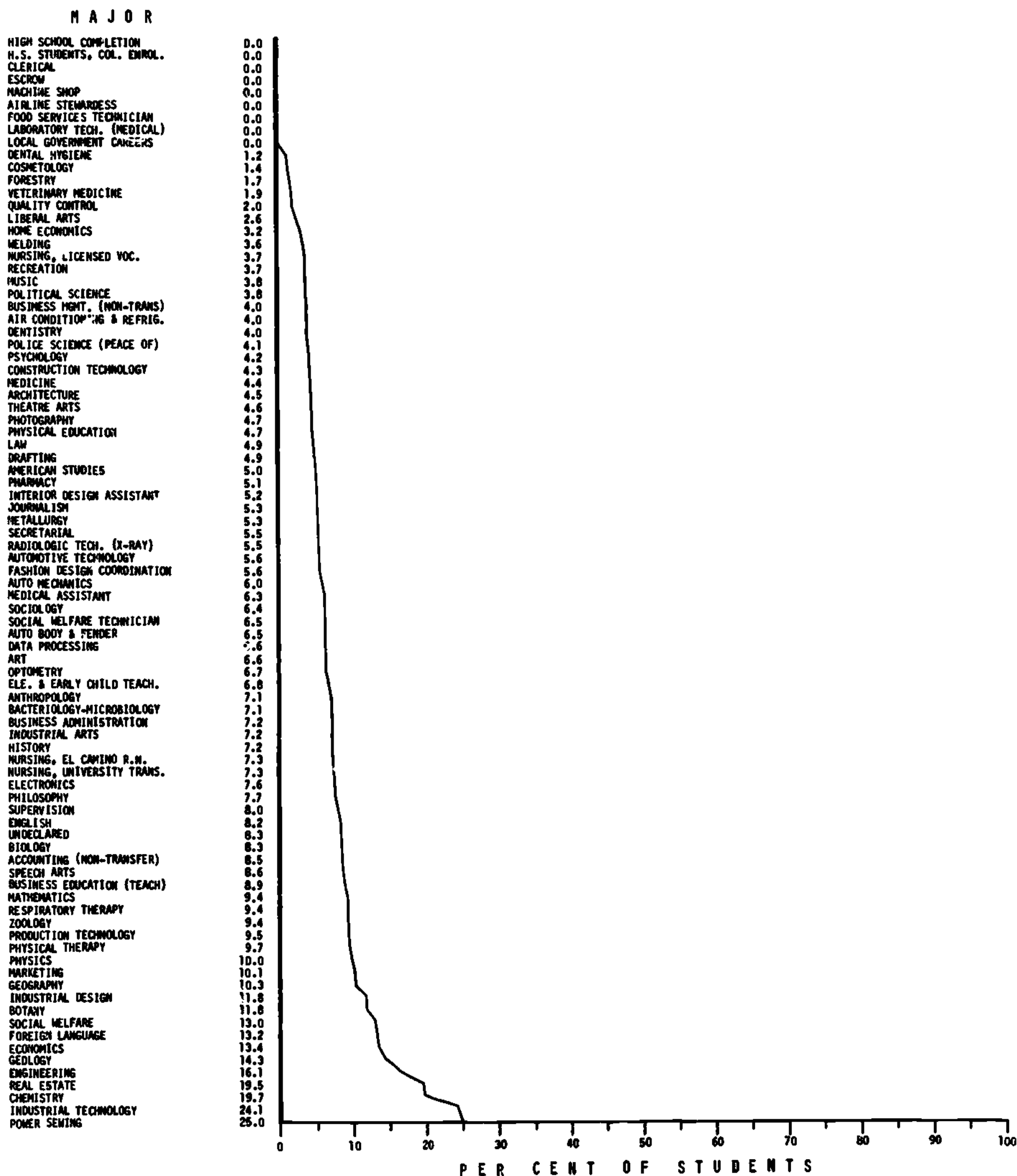


Table 15

PER CENT PART-TIME STUDENTS DESIGNATING
VARIOUS MAJORS AT EL CAMINO COLLEGE IN RANK ORDER
FALL 1971

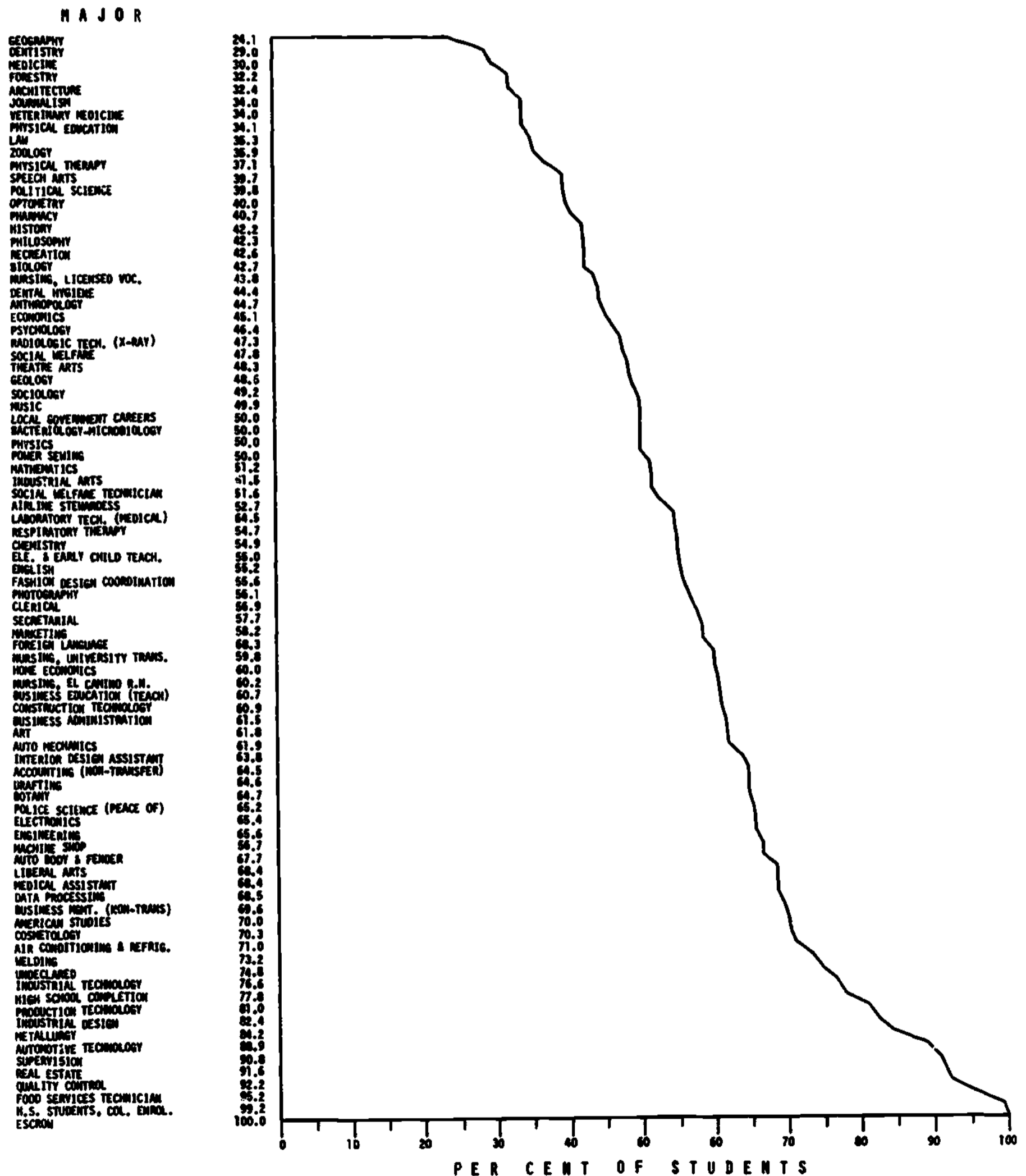


Table 16

PER CENT FULL-TIME STUDENTS DESIGNATING
VARIOUS MAJORS AT EL CAMINO COLLEGE IN RANK ORDER
FALL 1971

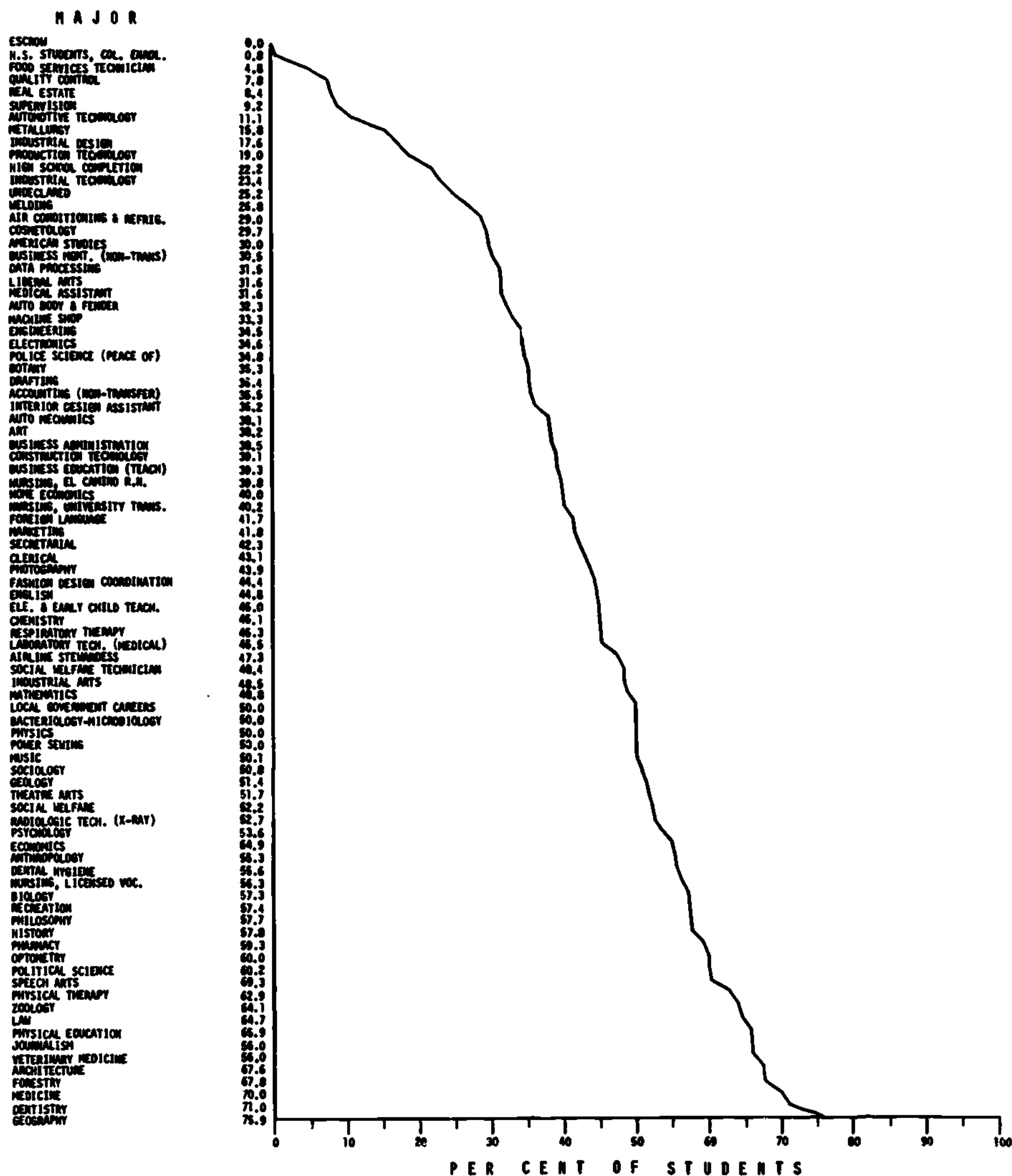


Table 17

NUMBER OF STUDENTS DESIGNATING
VARIOUS MAJORS AT EL CAMINO COLLEGE IN RANK ORDER
FALL 1971

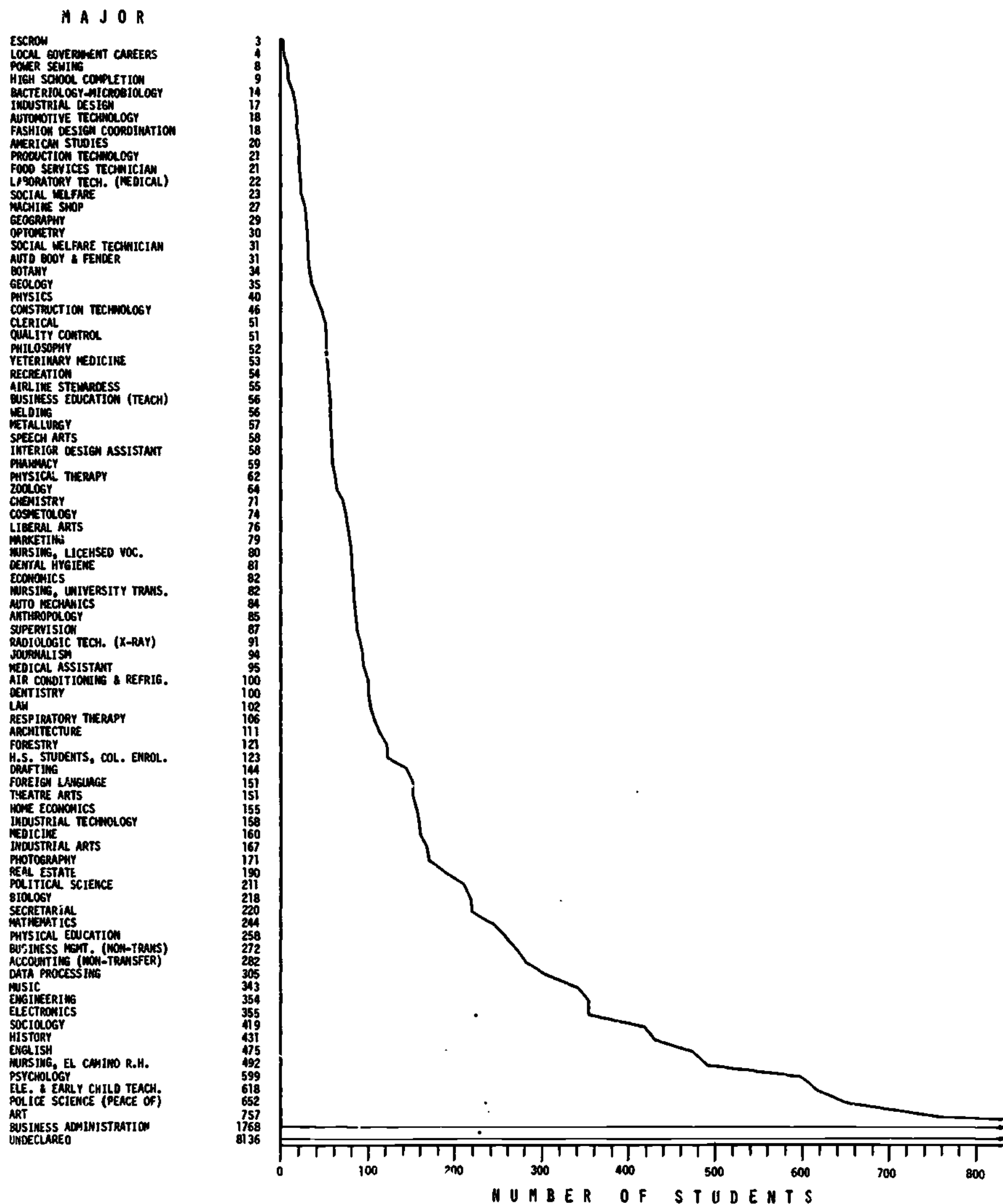


Table 18

NUMBER OF FRESHMAN STUDENTS DESIGNATING
VARIOUS MAJORS AT EL CAMINO COLLEGE IN RANK ORDER
FALL 1971

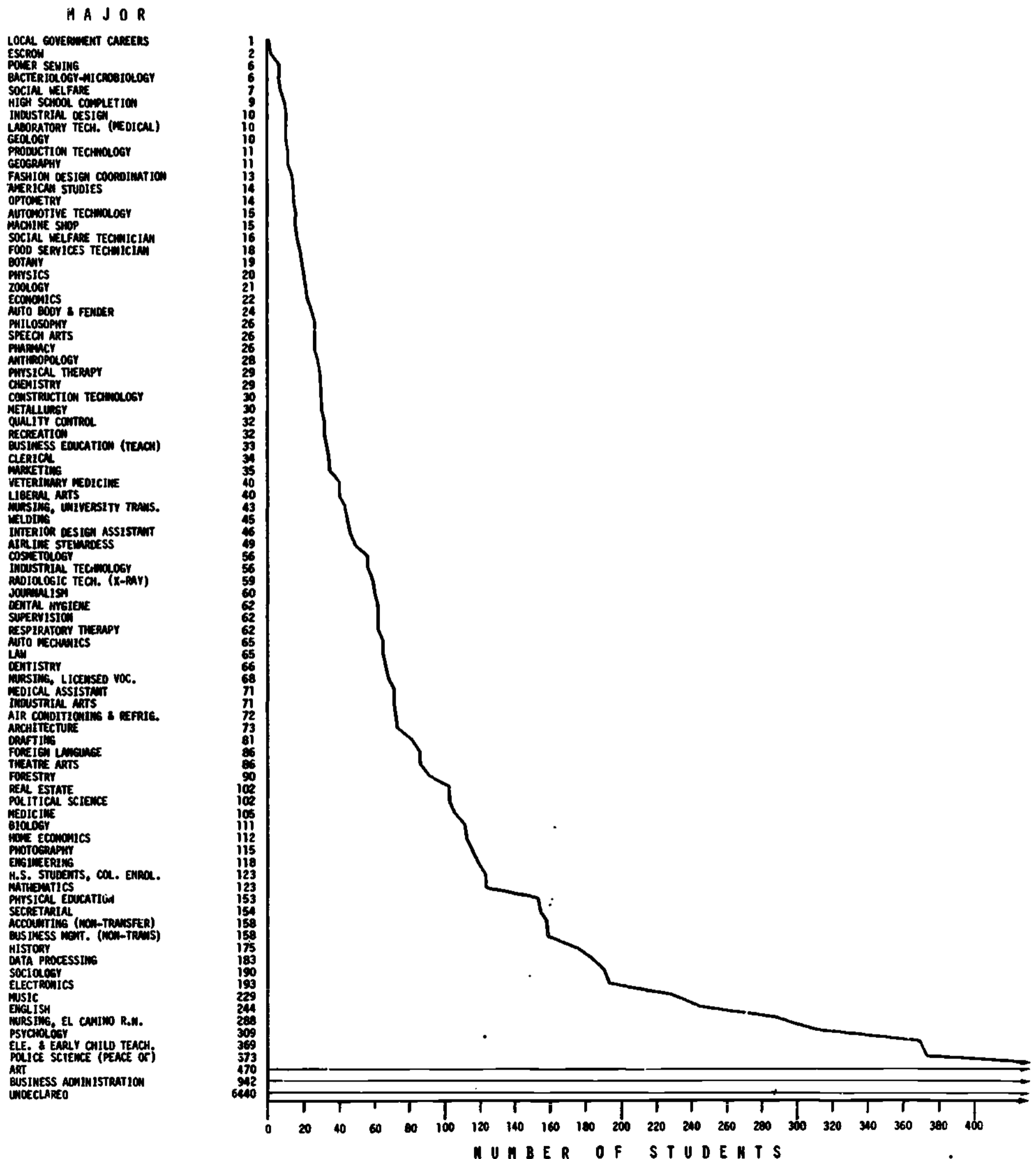


Table 19

NUMBER OF SOPHOMORE STUDENTS DESIGNATING
VARIOUS MAJORS AT EL CAMINO COLLEGE IN RANK ORDER
FALL 1971

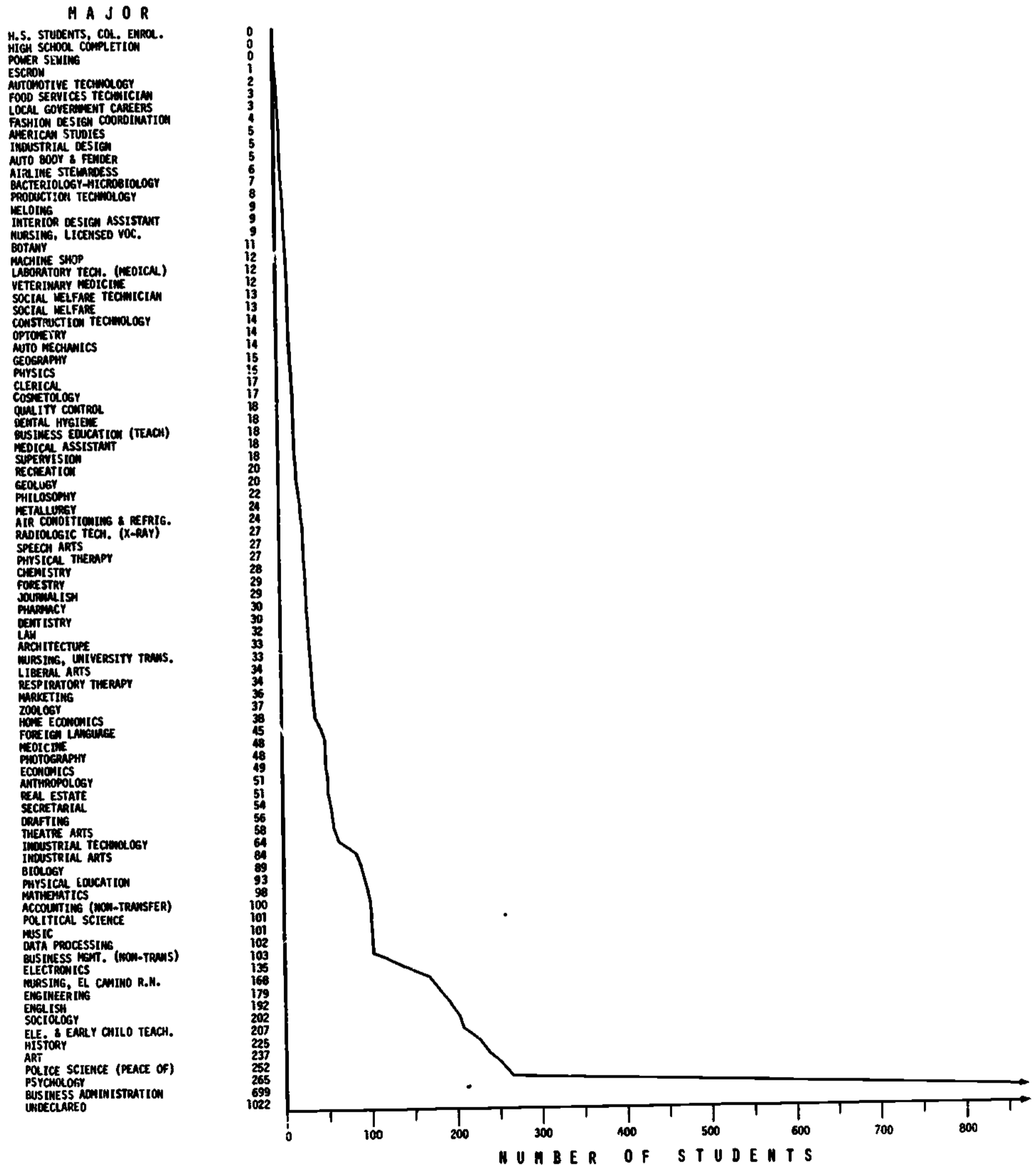


Table 20
NUMBER OF OTHER THAN
FRESHMAN AND SOPHOMORE STUDENTS DESIGNATING
VARIOUS MAJORS AT EL CAMINO COLLEGE IN RANK ORDER
FALL 1971

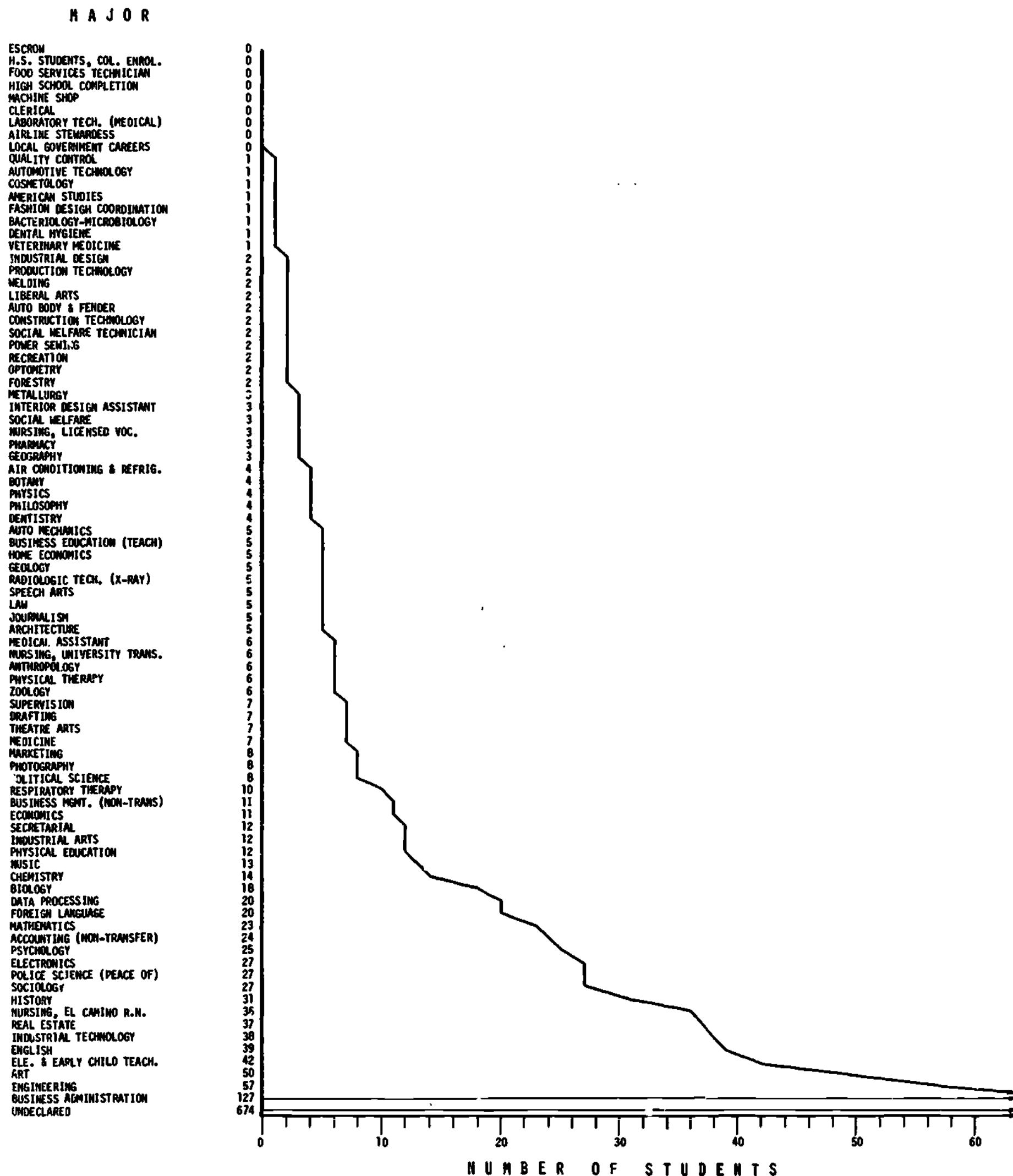


Table 21

NUMBER OF FULL-TIME STUDENTS DESIGNATING
VARIOUS MAJORS AT EL CAMINO COLLEGE IN RANK ORDER
FALL 1971

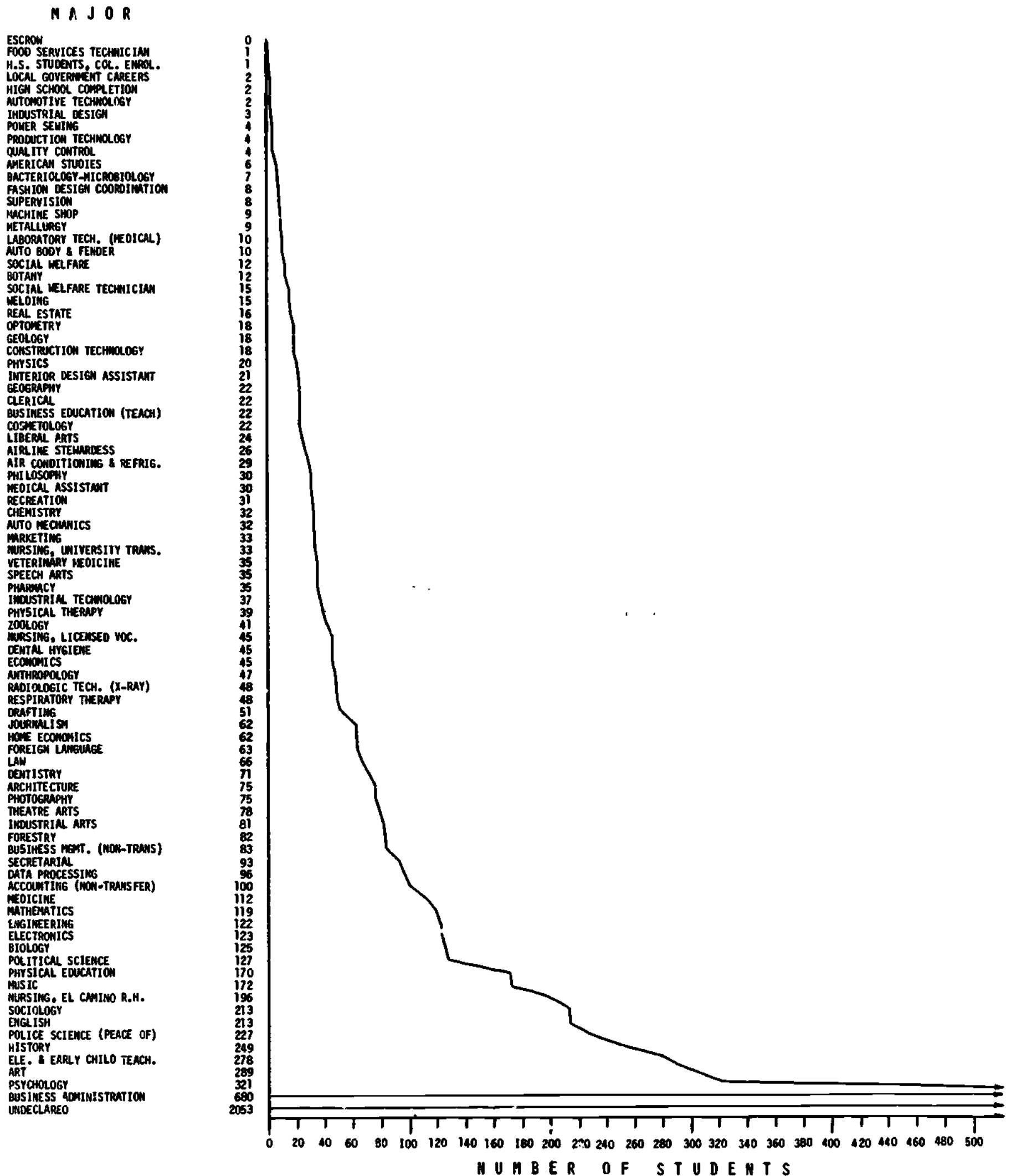
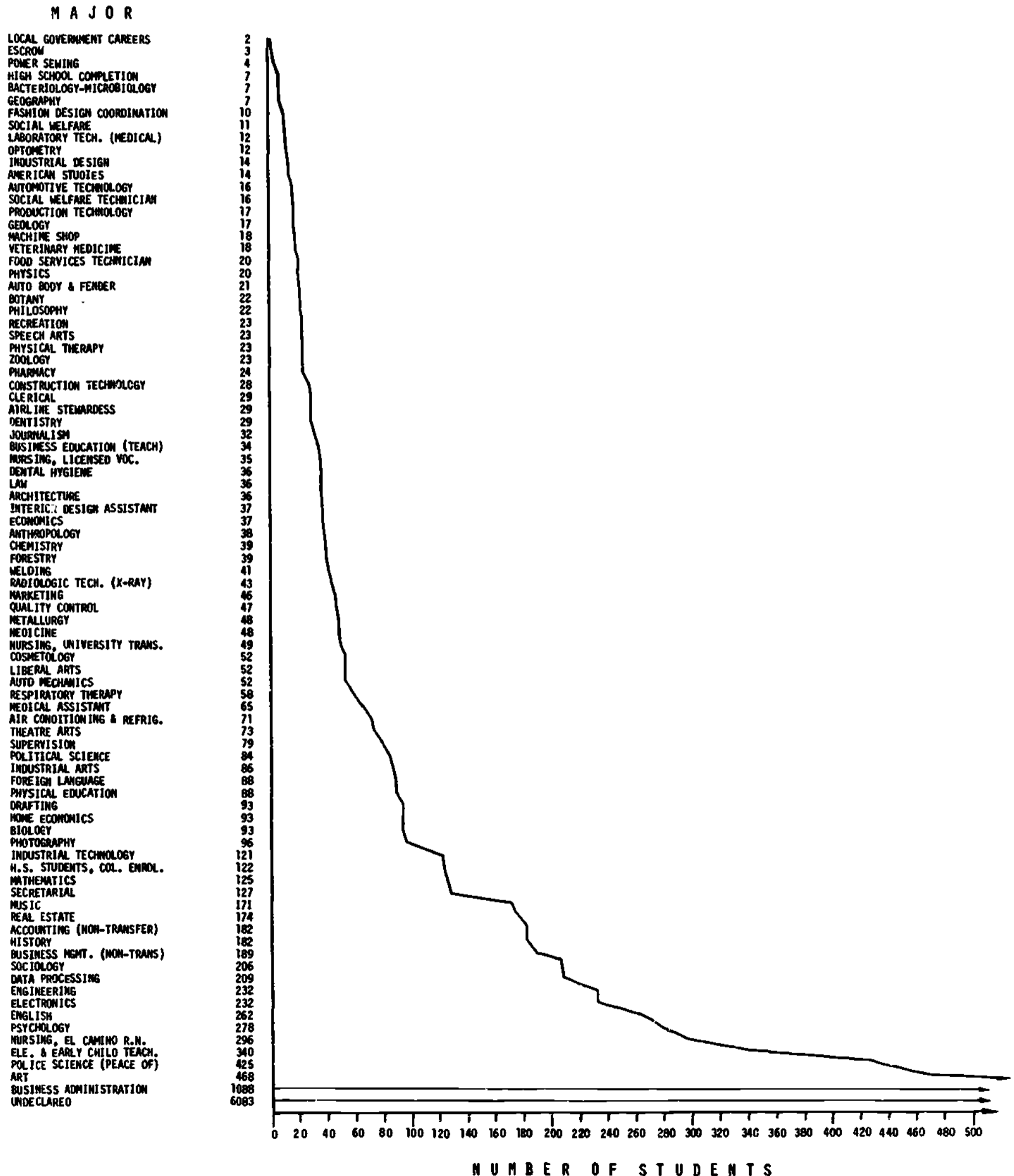


Table 22

NUMBER OF PART-TIME STUDENTS DESIGNATING
VARIOUS MAJORS AT EL CAMINO COLLEGE IN RANK ORDER
FALL 1971



**AN ANALYSIS OF ACADEMIC RELEVANCY
FROM A SAMPLE OF EL CAMINO COLLEGE STUDENTS**

EL CAMINO COLLEGE

OIR 72-5

February 28, 1972

OFFICE OF RESEARCH

DR. JERRY C. GARLOCK

AN ANALYSIS OF ACADEMIC RELEVANCY FROM A SAMPLE OF EL CAMINO COLLEGE STUDENTS

On November 7, 1971, George A. Farrah, Professor of Education, St. Cloud State College, St. Cloud, Minnesota, completed a study on academic relevancy. In this study, he compared a number of colleges throughout the country in terms of this characteristic. An integral part of this study was to compare St. Cloud College with other colleges in the country. A sample of 70 students from El Camino College was used in his investigation. One copy of this report was provided El Camino College and is currently in the Office of Research. Data from the Farrah study were summarized in a manner relevant to the staff at El Camino College, and are the basis for the present report.

The sample used at El Camino College was 70 students from Psychology 5 classes, which is an introduction to psychology courses. As the particular classes employed were randomly selected from all Psychology 5 classes offered and as students from Psychology 5 classes are representative of the total student body population, it is assumed that these 70 students are representative of the total student body population. These students were administered a test of relevancy containing 40 items about the individuals and the college--asking the students how relevant they rated the various items. The results were translated into stanines which are interpreted as follows: stanines 4.00 to 6.00 are classified as an area of indecision of relevancy. Stanine 4.00 is the high value of the item

scored as less relevant; hence, any stanine less than 4.00 is classified as less relevant. Stanine 6.00 is the low of the item scored as more relevant; hence, items greater than 6.00 are classified as more relevant.

Table 1 represents the mean relevant stanines of a sample of El Camino College students responding to the relevancy questionnaire arranged in order of relevance. Thus, the most relevant item of the questionnaire for the sample of El Camino College students is an answer to the question, "If you found your occupation rewarding and worthwhile?" This item received a mean relevance of 8.42. Twenty-five of the 40 items administered to El Camino College students indicate high relevancy. The last three items of Table 1 indicate a low relevancy; thus, 12 items are classified in the area of the indecision category. The 25 items of high relevance are not listed in the narration of the present report as they may be obtained directly from a perusal of Table 1.

Table 2 compares the relevance values of El Camino College with those of St. Cloud College for each of the 40 items. The data indicate that 16 items show El Camino College with a higher relevancy value than St. Cloud; two show identical values; 22 show St. Cloud with a higher relevancy value than El Camino College. Of the 16 items showing El Camino College with a higher relevancy value than St. Cloud College, only two are significant at the one per cent level of significance. These items are "If you realized that your feeling of self-adequacy was low in respect to the life goals that you had set?"; If you found your occupation rewarding and worthwhile?" Of the 22 areas where St. Cloud College relevancy values exceeded those of El Camino, eight of these were significant at the one per cent level of confidence. These include the

following: "If you got the only A on a very difficult test?"; If, when you finish college, you feel ready and extremely competent to enter your chosen field?"; If you discovered that someone had given you a poor recommendation for your chosen profession?"; If you could not make an athletic team because of low grades?"; If your ideas and goals were accepted by your classmates with enthusiasm and excitement?"; If you told your parents that you took part in a peace demonstration to which they were opposed?"; If you had to work your way through college?"; and, "If you were put into a position of helping people develop or set life-time goals?"

Although there is no particular significance in comparing El Camino College with St. Cloud College, it does give one point of reference that could prove of academic interest if not practical interest.

Table 1

**MEAN RELEVANCE STANINE OF A SAMPLE OF EL CAMINO COLLEGE STUDENTS RESPONDING
TO AN ACADEMIC RELEVANCY QUESTIONNAIRE ARRANGED IN ORDER OF RELEVANCE**

The question asks:	Mean Relevance Stanine
1. If you found your occupation rewarding and worthwhile?	8.42
2. If you got the only A on a very difficult test?	7.68
3. If, when you finish college, you feel ready and extremely confident to enter your chosen field?	7.61
4. If you had a poor teacher for a subject you were really interested in?	7.50
5. If after studying for hours, you still failed a test?	7.36
6. If you were offered a fascinating job starting at \$20,000 yearly?	7.27
7. If you repeatedly failed in what you tried?	7.26
8. If all that you believed in were suddenly "knocked" from under you?	7.19
9. If you were failing a test?	7.18
10. If you failed an important requirement necessary for your field, would you continue in this major?	7.00
11. If your actual role as a professional person (after graduation) was not up to the expectations or standards in your field?	6.93
12. If you could be understood by your instructor?	6.88
13. If you discovered that someone had given you a very poor recommendation for your chosen profession?	6.85
14. If after preparing for a certain position, you discover that they have reassigned you to a more responsible and challenging task?	6.78
15. If you were told that understanding and application of knowledge were more important than receiving good grades?	6.78

Table 1 Continued

**MEAN RELEVANCE STANINE OF A SAMPLE OF EL CAMINO COLLEGE STUDENTS RESPONDING
TO AN ACADEMIC RELEVANCY QUESTIONNAIRE ARRANGED IN ORDER OF RELEVANCE**

The question asks:	Mean Relevance Stanine
16. If you suddenly discovered that you had been deceived in what you thought you really wanted (i.e., you had been "brainwashed" by parents, teachers, etc.)?	6.75
17. If 3 out of 4 of your teachers said that you were a very efficient person?	6.71
18. If you were offered a substantial grant to do graduate work immediately following graduation?	6.69
19. If you could not understand a particular personal problem?	6.65
20. If you discovered you were in the wrong field of study?	6.58
21. If your ideas and goals were accepted by your classmates with enthusiasm and excitement?	6.49
22. If failing terminated your desire to achieve?	6.44
23. If you realized that your feeling of self-adequacy was low in respect to the life goals that you had set?	6.33
24. If you were told that in order to be an efficient person in your field, you had to meet your goals?	6.06
25. If you got an A in an important subject without really trying?	6.04
26. If you were put into a position of helping people develop or set life-time goals?	5.95
27. If you discovered that your main goal in life was easily attainable?	5.86
28. If the expectations of your instructors are far greater than your efforts?	5.79
29. If you were caught cheating?	5.79
30. If upon graduating with a B.S. degree in your profession, you were interested in another occupation?	5.76

Table 1 Continued

MEAN RELEVANCE STANINE OF A SAMPLE OF EL CAMINO COLLEGE STUDENTS RESPONDING
TO AN ACADEMIC RELEVANCY QUESTIONNAIRE ARRANGED IN ORDER OF RELEVANCE

The question asks:	Mean Relevance Stanine
31. If someone advised you that, before electing a major, you should "know yourself" before deciding what you want in life?	5.61
32. If flunking a test did not bother you?	5.58
33. If you had to work your way through college?	5.42
34. If you knew that you were a disruptive influence in your class?	5.13
35. If your friends felt that you would never graduate from college?	4.29
36. If you could not make an athletic team because of low grades?	4.22
37. If you could convince others to elect you to the student senate or to some other important college office?	4.15
38. If you were staying in college only to please your parents and friends because you did not want to disappoint them?	3.93
39. If you told your parents that you took part in a peace demonstration to which they were opposed?	3.65
40. If your relatives look at you as a poor example of thier ideals?	3.55

Table 2

MEAN RELEVANCE VALUES AND DIFFERENCES OF EL CAMINO COLLEGE AND ST. CLOUD COLLEGE
ARRANGED IN ORDER OF DIFFERENCES MOST RELEVANT TO EL CAMINO COLLEGE

The question asks:	Mean Relevance Values		Difference
	El Camino	St. Cloud	
1. If you realized that your feeling of self-adequacy was low in respect to the life goals that you had set?	6.33	4.33	2.00*
2. If you found your occupation rewarding and worthwhile?	8.42	7.27	1.15*
3. If you repeatedly failed in what you tried?	7.26	6.55	.71
4. If you were offered a fascinating job starting at \$20,000 yearly?	7.27	6.66	.61
5. If you had a poor teacher for a subject you were really interested in?	7.50	7.03	.47
6. If someone advised you that, before electing a major, you should "know yourself" before deciding what you want in life?	5.67	5.16	.45
7. If after studying for hours, you still failed a test?	7.36	7.11	.25
8. If you knew that you were a disruptive influence in your class?	5.13	4.91	.22
9. If you were failing a test?	7.18	7.03	.15
10. If you were told that in order to be an efficient person in your field, you had to meet your goals?	5.06	5.92	.14
11. If you were staying in college only to please your parents and friends because you did not want to disappoint them?	3.93	3.80	.13
12. If you suddenly discovered that you had been deceived in what you thought you really wanted (i.e., you had been "brainwashed" by parents, teachers, etc.)?	6.75	6.62	.13

*Significant at the one per cent level of confidence.

Table 2 Continued

MEAN RELEVANCE VALUES AND DIFFERENCES OF EL CAMINO COLLEGE AND ST. CLOUD COLLEGE
ARRANGED IN ORDER OF DIFFERENCES MOST RELEVANT TO EL CAMINO COLLEGE

The question asks:	Mean Relevance Values		Difference
	El Camino	St. Cloud	
13. If flunking a test did not bother you?	5.58	5.46	.12
14. If failing terminated your desire to achieve?	6.44	6.32	.12
15. If you could not understand a particular personal problem?	6.65	6.56	.09
16. If you were caught cheating?	5.79	5.73	.06
17. If you failed an important requirement necessary for your field, would you continue in this major?	7.00	7.00	.00
18. If you were offered a substantial grant to do graduate work immediately following graduation?	6.69	6.69	.00
19. If all that you believed in were suddenly "knocked" from under you?	7.19	7.21	- .02
20. If you discovered that your main goal in life was easily attainable?	5.86	5.91	- .05
21. If the expectations of your instructors are far greater than your efforts?	5.79	5.85	- .06
22. If 3 out of 4 of your teachers said that you were a very efficient person?	6.71	6.81	- .10
23. If your actual role as a professional person (after graduation) was not up to the expectations or standards in your field?	6.93	7.03	- .10
24. If you could convince others to elect you to the student senate or to some other important college office?	4.15	4.32	- .17
25. If your friends felt that you would never graduate from college?	4.29	4.55	- .26

*Significant at the one per cent level of confidence.

Table 2 Continued

MEAN RELEVANCE VALUES AND DIFFERENCES OF EL CAMINO COLLEGE AND ST. CLOUD COLLEGE
ARRANGED IN ORDER OF DIFFERENCES MOST RELEVANT TO EL CAMINO COLLEGE

The question asks:	Mean Relevance Values		Difference
	El Camino	St. Cloud	
26. If your relatives look at you as a poor example of their ideals?	3.55	3.90	- .35
27. If you could be understood by your instructor?	6.88	7.25	- .37
28. If you got an A in an important subject without really trying?	6.04	6.42	- .38
29. If you discovered you were in the wrong field of study?	6.58	7.00	- .42
30. If after preparing for a certain position, you discover that they have reassigned you to a more responsible and challenging task?	6.78	7.25	- .47
31. If you got the only A on a very difficult test?	7.68	8.23	- .55*
32. If you were told that understanding and application of knowledge were more important than receiving good grades?	6.78	7.34	- .56
33. If upon graduating with a B.S. degree in your profession, you were interested in another occupation?	5.76	6.33	- .57
34. If, when you finish college, you feel ready and extremely confident to enter your chosen field?	7.61	8.26	- .65*
35. If you discovered that someone had given you a very poor recommendation for your chosen profession?	6.85	7.51	- .66*
36. If you could not make an athletic team because of low grades?	4.22	5.01	- .79*
37. If your ideas and goals were accepted by your classmates with enthusiasm and excitement?	6.49	7.53	-1.04*

*Significant at the one per cent level of confidence.

Table 2 Continued

MEAN RELEVANCE VALUES AND DIFFERENCES OF EL CAMINO COLLEGE AND ST. CLOUD COLLEGE
ARRANGED IN ORDER OF DIFFERENCES MOST RELEVANT TO EL CAMINO COLLEGE

The question asks:	Mean Relevance Values		Difference
	El Camino	St. Cloud	
38. If you told your parents that you took part in a peace demonstration to which they were opposed?	3.65	4.77	-1.12*
39. If you had to work your way through college?	5.42	6.59	-1.17*
40. If you were put into a position of helping people develop or set life-time goals?	5.95	7.29	-1.34*

*Significant at the one per cent level of confidence.

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UNIT AND GRADE POINT CHARACTERISTICS OF STUDENTS GRADUATING
FROM EL CAMINO COLLEGE ACCORDING TO MAJOR
1971

EL CAMINO COLLEGE

OIR 72-17

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OFFICE OF RESEARCH

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UNIT AND GRADE POINT CHARACTERISTICS OF STUDENTS GRADUATING FROM EL CAMINO COLLEGE ACCORDING TO MAJOR, 1971

Annually, Robert Poe of the Admissions Office, El Camino College, submits a report of some characteristics of students graduating from El Camino College. This report is used as the basis for and is found in the appendix of the present study.

The majors were ranked according to number of students graduating and are presented in graphical form as shown in Figure 1. Business Administration comprised 198 of the 1,534 graduates. The majors of English and History had 110 graduates each. All other majors had less than 100 graduates for 1971. Psychology had 89 graduates, Elementary Education 76, Sociology 71, and Police Science 55. Those majors having fewer than 50 graduates but ten or more were RN Nursing, Art, Secretarial, Physical Education, Mathematics, Electronics, Industrial Technology, Business Management, Engineering, Political Science, Business Data Processing, Drafting, Anthropology, Foreign Language, Speech Arts, Economics, Music, Industrial Arts, Early Childhood Teaching, Home Economics, Architecture, Marketing-Management, Accounting, Clerical, and Photography. Thus, 32 of the 90 majors, or approximately one-third, had ten or more students graduating; approximately two-thirds of the population had fewer than ten students graduating. Forty-three, or approximately one-half of the majors, had fewer than five graduates. Inasmuch as means are questionable for such a small number of cases, only data from those majors having five or more students graduating were presented in Figures 2 and 3.

Figure 2 indicates the average units accumulated by the students graduating from El Camino College in 1971 according to major. The highest major was that of RN Nursing with 90 units accumulated, on the average. Those majors whose graduates accumulated between 80 and 90 units were Pre-Forestry, Geography, and Electronics. The majority, or 27 of the 47 majors studied in Figure 2, accumulated from 70 to 79 units. The five majors accumulating the least number of units were Recreation, Clerical, Secretarial, Social Welfare Technology, and Construction Technology. In Figure 2 a dotted line is drawn vertically at 60 units to indicate the mythical value of the minimum 60 units necessary to graduate.

Figure 3 shows the grade point average of the various majors ordered according to rank. The highest grade point average of any of the graduates was Supervision with a 3.17 GPA. Foreign Language and Physical Therapy had the next highest grade point average of 2.91. Three other majors had grade point averages in excess of 2.75; these were Theatre Arts, Zoology, and Business Education. The grade point average of Geography majors was 2.27. Other grade point averages less than 2.50 included Economics, Photography, Marketing-Management, Clerical, Biology, Business Management, Air Conditioning and Refrigeration, Industrial Arts, Industrial Technology, Electronics, Pre-Forestry, and Business Administration. Vertical lines were drawn on Figure 3 to represent the lowest and highest grade point averages of the 47 majors studied.

FIGURE 1
NUMBER OF STUDENTS GRADUATING
ACCORDING TO ALLEGED MAJORS
JUNE 1971

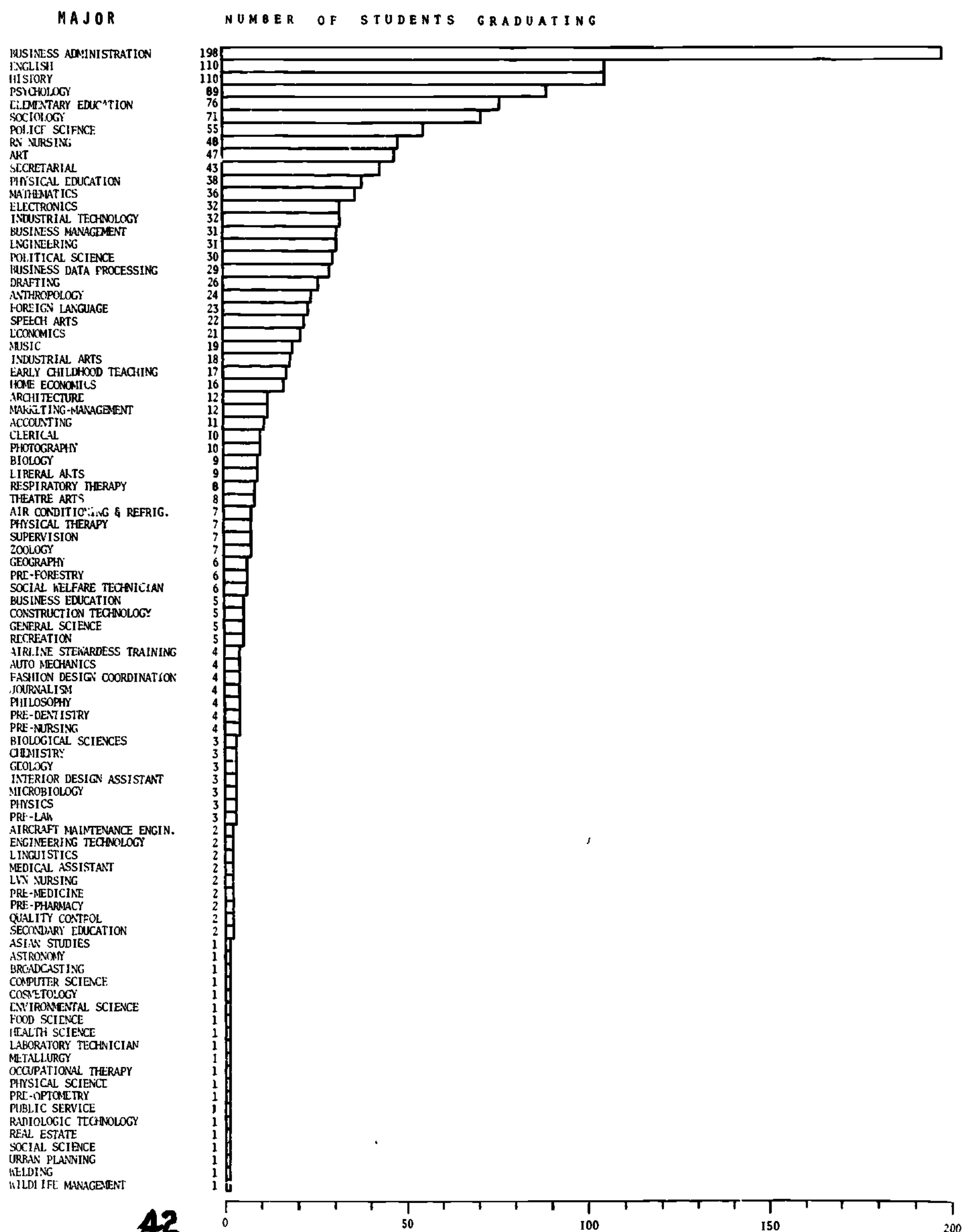


FIGURE 2
AVERAGE NUMBER OF UNITS ACCUMULATED BY GRADUATES FROM
EL CAMINO COLLEGE ACCORDING TO ALLEGED MAJORS
1971

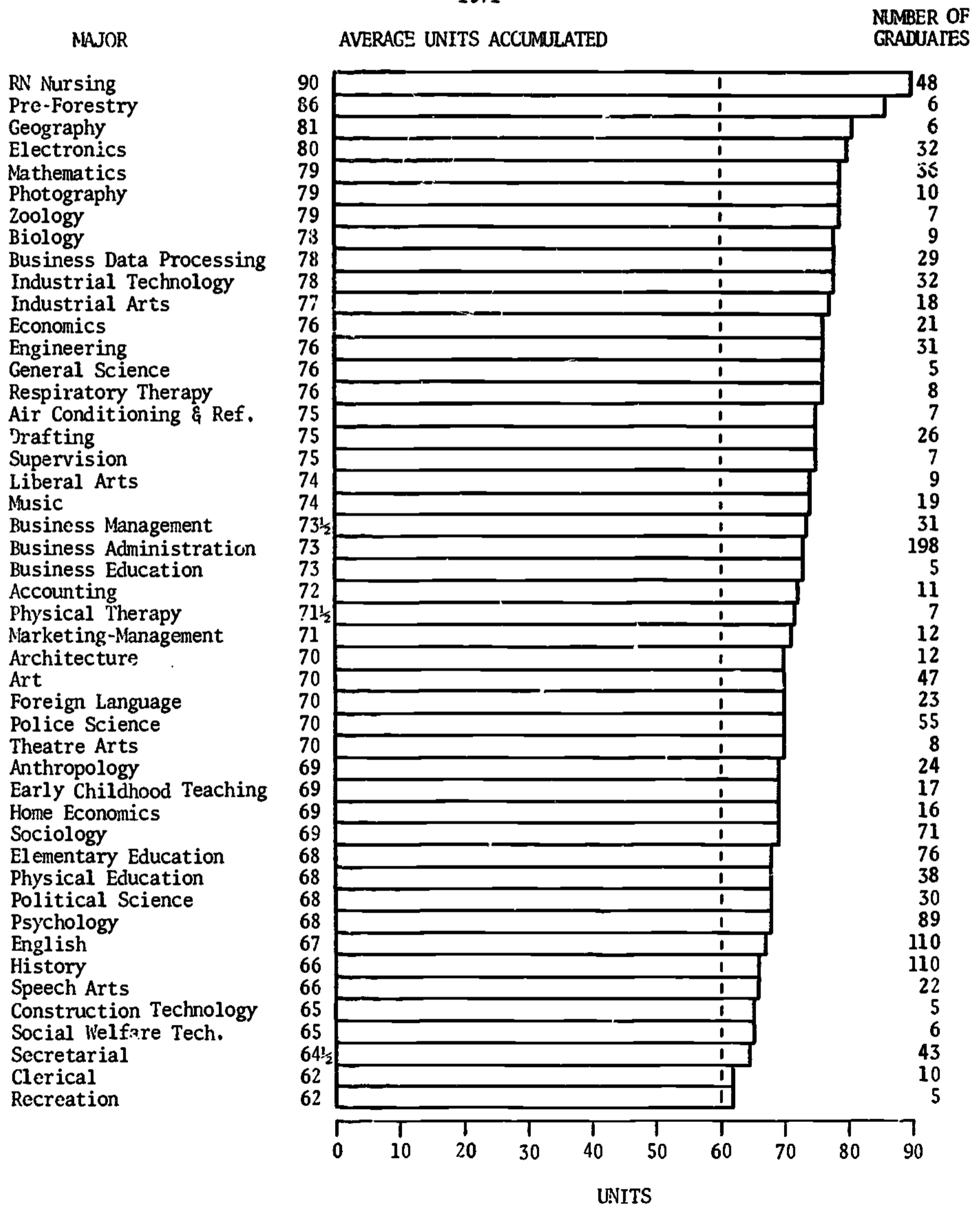
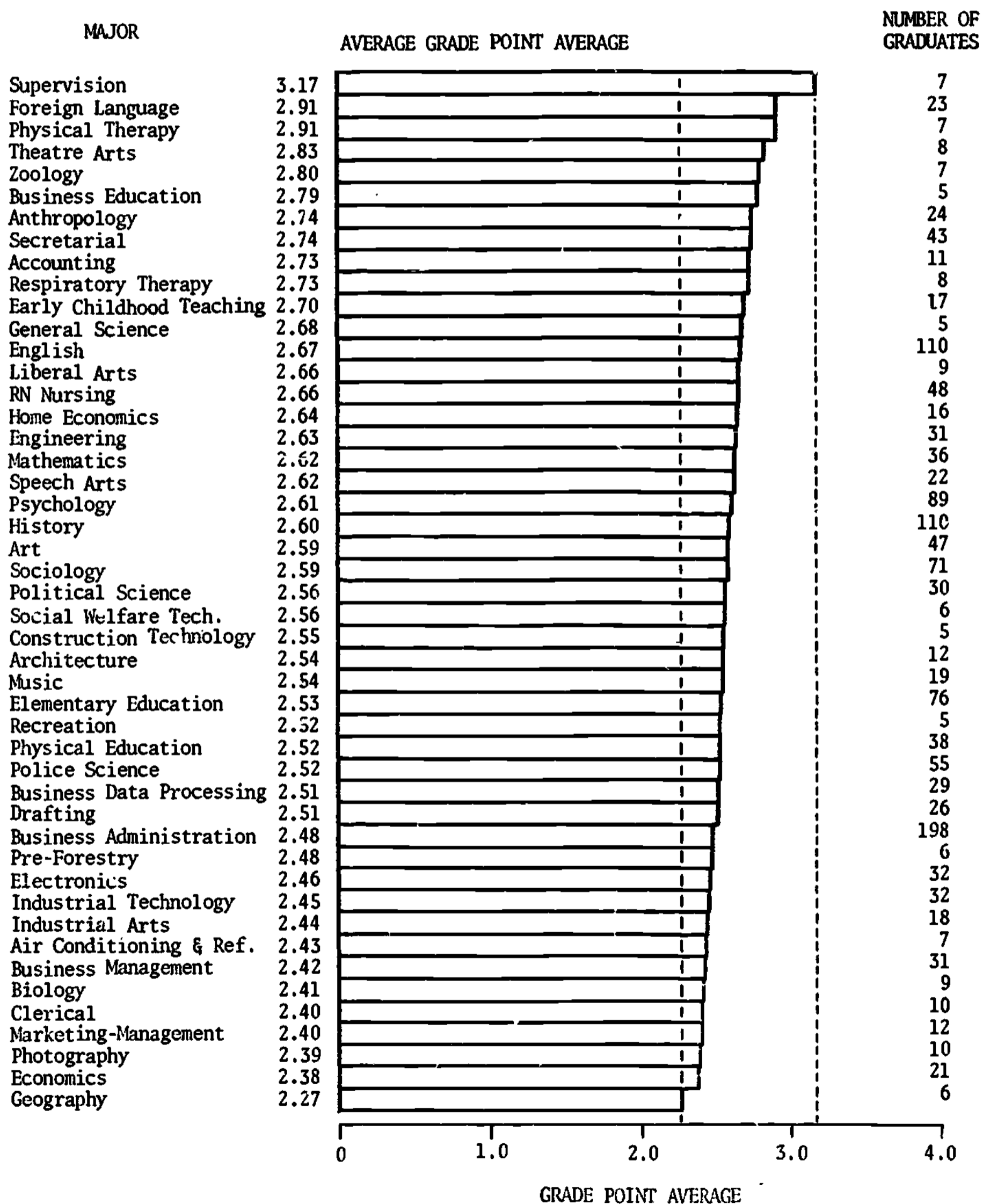


FIGURE 3
GRADE POINT AVERAGES ACCORDING TO VARIOUS
ALLEGED MAJORS AT EL CAMINO COLLEGE
1971



APPENDIX

MAJOR INDICATED	TOTAL NO. OF GRADS	RANGE OF UNITS ACCUMULATED	TOTAL UNITS ACCUMULATED	AVERAGE NO. OF UNITS ACCUMULATED	AVERAGE G.F.A.
Accounting	11	64 - 88½	793	72	2.73
Air Conditioning & Refrig.	7	62 - 89	525½	75	2.43
Aircraft Maintenance Engin.	2	90 - 123½	213½	106	2.65
Airline Stewardess Training	4	60 - 64½	251½	63	2.28
Anthropology	24	60½- 80½	1647 1/3	69	2.74
Architecture	12	60 - 79	840	70	2.54
Art	47	60 - 161	3304 2/3	70	2.59
Asian Studies	1	- 64	64	64	2.35
Astronomy	1	- 74	74	74	3.13
Auto Mechanics	4	71½- 97½	341½	85	2.67
Biological Science	3	65 - 73	209	69	2.73
Biology	9	63½-100½	708	78	2.41
Broadcasting	1	- 60½	60½	60½	2.23
Business Administration	198	60 - 144½	14610	73	2.48
Business Data Processing	29	60 - 140	2266 2/3	78	2.51
Business Education	5	67 - 85	368½	73	2.79
Business Management	31	60 - 92	2278½	73½	2.42
Chemistry	3	62 - 100½	237½	79	2.28
Clerical	10	60 - 76½	629½	62	2.40
Computer Science	1	- 71	71	71	2.60
Construction Technology	5	61 - 69	329	65	2.55
Cosmetology	1	- 68	68	68	3.07
Drafting	26	60½-109½	1972½	75	2.51
Early Childhood Teaching	17	60 - 85	1179	69	2.70
Economics	21	60 - 111	1597	76	2.38
Electronics	32	60 - 112	2579 1/3	80	2.6
Elementary Education	76	60 - 117½	5173 1/3	68	2.53
Engineering	31	61 - 111	2376½	76	2.63

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MAJOR INDICATED	TOTAL NO. OF GRADS	RANGE OF UNITS ACCUMULATED	TOTAL UNITS ACCUMULATED	AVERAGE NO. OF UNITS ACCUMULATED	AVERAGE G.P.A.
Engineering Technology	2	70 - 70½	140½	70	2.79
English	110	60 - 100	7476 1/3	67	2.67
Environmental Science	1	- 81	81	81	2.85
Fashion Design Coordination	4	61 - 69½	258	64½	2.80
Food Science	1	- 156	156	156	2.11
Foreign Language	23	60 - 92	1616 1/3	70	2.91
General Science	5	66½- 86½	380½	76	2.68
Geography	6	60½-107½	491	81	2.27
Geology	3	62 - 82½	222	74	2.32
Health Science	1	- 68½	68½	68½	2.81
History	110	60 - 87½	7367½	66	2.60
Home Economics	16	60 - 90	1118½	69	2.64
Industrial Arts	18	60 - 143	1389	77	2.44
Industrial Technology	32	61 - 120	2503	78	2.45
Interior Design Assistant	3	63½- 75	202	67	2.96
Journalism	4	62 - 69	262	65½	3.16
Laboratory Technician	1	- 71	71	71	2.28
Liberal Arts	9	62½-106	673	74	2.66
Linguistics	2	61 - 64	125	62½	2.55
Marketing-Management	12	60 - 87½	856	71	2.40
Mathematics	36	60 - 123	2870	79	2.62
Medical Assistant	2	76½- 78	154½	77	2.46
Metallurgy	1	- 75½	75½	75½	3.25
Microbiology	3	66 - 97	230	76	2.58
Music	19	61 - 100	1407	74	2.54
LVN Nursing	2	74 - 97	171	85½	2.88
RN Nursing	48	70 - 194	4349½	90	2.66
Occupational Therapy	1	- 63	63	63	2.07

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MAJOR INDICATED	TOTAL NO. OF GRADS	RANGE OF UNITS ACCUMULATED	TOTAL UNITS ACCUMULATED	AVERAGE NO. OF UNITS ACCUMULATED	AVERAGE G.P.A.
Philosophy	4	66 - 67½	266½	66	2.59
Photography	10	60 - 125	796	79	2.39
Physical Education	38	60 - 123	2601	68	2.52
Physical Science	1	- 86	86	86	2.06
Physical Therapy	7	60 - 90½	500½	71½	2.91
Physics	3	85 - 90½	261½	87	2.89
Police Science	55	60 - 108½	3851	70	2.52
Political Science	30	60 - 98	2049	68	2.56
Pre-Dentistry	4	61 - 92½	303½	75	2.40
Pre-Forestry	6	63 - 110	518	86	2.48
Pre-Law	3	69 - 71	210	70	2.95
Pre-Medicine	2	72 - 96½	168½	84	2.61
Pre-Nursing	4	62 - 71½	268	67	2.55
Pre-Optometry	1	- 65	65	65	2.06
Pre-Pharmacy	2	70 - 80	150	75	2.13
Psychology	89	60 - 101	6108	68	2.61
Public Service	1	- 65	65	65	2.37
Quality Control	2	62 - 68	130	65	2.52
Radiologic Technology	1	- 72	72	72	2.25
Real Estate	1	60 -	60	60	2.75
Recreation	5	60½ - 64½	311 2/3	62	2.52
Respiratory Therapy	8	63 - 93	611	76	2.73
Secondary Education	2	62 - 134	196	98	2.64
Secretarial	43	60 - 83	2774	64½	2.74
Social Science	1	- 86	86	86	2.10
Social Welfare Technician	6	60 - 75	394 1/3	65	2.56
Sociology	71	60 - 117	4917½	69	2.59
Speech Arts	22	60 - 83	1462½	66	2.62

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MAJOR INDICATED	TOTAL NO. OF GRADS	RANGE OF UNITS ACCUMULATED	TOTAL UNITS ACCUMULATED	AVERAGE NO. OF UNITS ACCUMULATED	AVERAGE G.P.A.
Supervision	7	61 - 126½	526½	75	3.17
Theatre Arts	8	60½- 98 2/3	566	70	2.83
Urban Planning	1	-115	115	115	2.21
Welding	1	- 62	62	62	2.70
Wildlife Management	1	- 70	70	70	2.07
Zoology	7	64 - 111½	553½	79	2.80